

106 - SPORTS INITIATION AND EARLY SPECIALIZATION: SOME CONCERNS

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Introduction

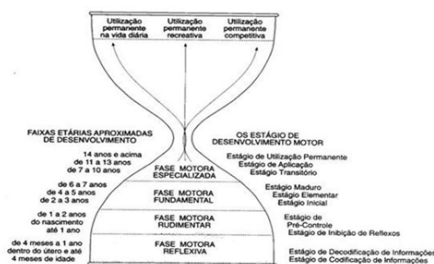
Childhood is understood as a period of great importance for motor development, especially since it is at this stage that the development of the fundamental motor skills that are the basis for the development of the specialized motor skills that the individual will use in his daily activities of leisure or sports (Gallahue, 2005). In this context, when we seek the acquisition of specialized movements, we report the association of mature and refined movements and complex and specific movements adapted to the specific requirements of a recreational activity, day-to-day and mainly of a sporting practice, going beyond, because it refers to a series of motor and psychosocial skills that help their practitioners not only in the context of the game, but outside it, with attitudes of determination, will, patience, discipline, courage, flexibility and respect among others, leading practitioners to develop an effective motor response and quick solutions to everyday situations (SILVA, 2003; GALLAHUE, 2005). However, due to the developmental variations in child-to-child maturation, it is impossible to specify an age for each sport, this comes with the use of observation and common sense (PIFFERO, 2007; ZANINI, 2000). It is very important to choose the appropriate activity taking into account the age, physical condition, stage of neuropsychomotor development and level of interest of the child. However, before introducing to the technical teaching of fundamentals, it is necessary to work the general technique of conducting the sport, in order to prepare its practitioners for a productive development of their abilities (FIEDLER, 1976). Therefore, sports initiation may be the first step in the sporting life of a future athlete. However, some studies, such as the one of (FRANCKE, 2009; MARQUES, 2000) says that early specialization is the most cited factor by authors when the subject is related to the negative effects in the process of sports initiation. Injuries are very common when a child specializes early in a sport. The demanding training load, stimuli that should be applied only to adults and are applied to children are factors that promote injury in young athletes. Showing that if this course is misguided, this first step could be traumatizing in the life of a child starting in the sport. In this sense, this study intends to alert people about the importance of knowledge about sports initiation and early specialization.

Motor development

Piaget (1952) with his theory presupposes that human beings undergo a series of orderly and predictable changes which he calls stages and periods of development, these stages characterize by the different ways in which the individual interacts with reality, that is, to organize his knowledge aiming at its adaptation, thus occurring progressive modifications in the schemes of assimilation and accommodation, thus Piaget showed that human beings develop from interactions with the world and learning is a gradual process and to write it, the author elaborated the theory of intellectual development by stages whose starting point is the egocentric position, that is, in which the child does not discern the existence of an external world separate from itself. In this language, egocentrism corresponds to the period in which the child does not see the need to explain what he says to be sure he is being understood or when he attributes his own desires and characteristics to external things, thus perceiving that intelligence is formed by means of adaptations and when the scheme becomes insufficient to respond to the novelty is modified, in this way the interaction with the external world gradually reduces self-centeredness. In his biological theory about the construction of human knowledge, Piaget (1975) divides the child's cognitive development into periods, the first being called the motor sensory, from 0 to 2 years; the second of pre-operational from 2 to 7 years; the third of concrete surgery from 7 to 11 and 12 years; and the last phase is called a formal operation of 11 and 12 years onwards.

Piaget (1975) agrees with Gallahue (2005), who in this context says that childhood is understood as a period of great importance for motor development, especially since it is at this stage that the development of the fundamental motor skills that are the basis for the development of the specialized motor skills that the individual will use in his daily activities, leisure or sports, where the author presents the motor development in the form of a heuristic hourglass that represents the descriptive aspect of motor development during the life of the typical developing individual. Motor development according to Gallahue; Ozmun (2003) is the continuous change in motor behavior throughout the life cycle, provided by the interaction between the needs of the task, the biology of the individual and the conditions of the environment, thus providing general guidelines for the description and explanation of motor behavior and emphasizing that the level of acquisition of motor skills is alterable from birth to death. The model of the hourglass is characterized as a descriptive two-dimensional model, (GALLAHUE, 2002, p.109), cited as a way of "prioritizing the intentional function of the movement task as expressed in the three categories of stability, locomotion and manipulation movement and the phases of motor development expressed by their complexity". Taking care of the biological properties of the individual, the conditions and stimuli of the environment and the peculiarities of the task performed (KREBS et al, 2005).

The motor development is divided into 4 phrases according to the heuristic hourglass shown below:



SOURCE: GALLAHUE and OZMUN, 2001.

Sports Initiation

The term sports initiation is often confused with early initiation and it is from this that the different opinions about the child and the sport arise, where the initiation is of extreme importance because the sooner the child has contact with several modalities and better motor stimuli it will be when choosing a modality in the future, and thus, the practice of sports can bring many benefits to the motor development of the child as a form of motor experience, where the initiation must be carried out correctly, respecting the degree of development of each satisfying their interests and needs. And above all, it is extremely important to provide the child with a very diversified repertoire of motor skills, exposing the child to activities that explore the physical, psychic and motor aspects, yet without competitive charges, making it a tool to achieve physical improvements, psychic and motor (GOMES and MACHADO, 2001).

However, when the child learns the sport practice, in a planned and very specific way, it can be considered a sports initiation (ALMEIDA, 1996). PAES (2002) states that sports initiation occurs when the whole process of physical, as well as psychic and social learning begins. The author emphasizes that sports initiation can be characterized when the child begins the process of acquiring several basic skills and also the motor repertoire considered necessary to perform any specific called activity. Almeida (2005) argues that sports initiation should be divided into three stages, the first one, called sports initiation itself, occurs between 8 and 9 years, where at this stage, the goal of training is the acquisition of motor skills and skills specific and global, through basic forms of movement and pre-sports games. Between 10 and 11 years of age, in the sports improvement phase, the child already experiences and participates fully in actions based on cooperation and collaboration. In the third and last step proposed by Almeida (2005), called the introduction to training, the child between 12 and 13 years reaches a significant development of his intellectual and physical capacity. Pinni and Carazzatto (2005) (apud SANTANA, 2005) argue that the child's sports initiation must follow two phases: general and specialized. In general initiation, from two to 12 years of age, the main objective is the formation, the preparation of the organism and later efforts, the development of the basic physical qualities and the contact with the foundations of the various modalities. There should not be a concern centered on sports competition. In the next phase, between 12 and 14 years, the adolescent is oriented to the sports specialization.

Early Specialization

For Gallahue (2005), the stage of development of specialized motor skills presents three stages: The first one called the transition stage (stage of learning to train), this stage is characterized by the first attempts of the individual to refine and associate mature movement skills, at this transition stage or learning to train, future athletes learn how to train for better ability and performance, for most children ages 8 to 12, this is a critical period during which mature fundamental movement skills are refined and applied to sports and culture games. The second stage of application (training-to-training stage), during the application stage, the individual becomes more aware of his personal dowries and physical limitations and thus directs his focus to certain types of sports, both in environments competitive, and recreational, the emphasis is on improving proficiency and the third is the lifelong apprenticeship stage (training to compete / participate), the lifelong application stage - training to compete / participate - individuals generally reduce the scope of their athletic pursuits by choosing some activities to engage regularly in competitive, recreational or day-to-day situations, based on this classification we can affirm that sports learning, whether in any sporting modality, should be worked in stages and each stage, should stimulate in the student, the pleasure, the interest and become significant in the sportive trajectory of me (BUDINGER, 1982). In order to have a good development of acceptance and better learning of physical activities, there must be a program related to the interests of the individuals participating in these activities (MACHADO, 1997), teaching environments that emphasize the interests of the students and promote meaningful and contextualized learning, strengthen their motivation to learn, creating opportunities for them to become fit for practice; have control over your body and movements; to develop self-confidence and safety in order to carry out various physical and sports activities (VALENTINI; TOIGO, 2006; PÍFFERO, 2007).

Therefore, the Early specialization according to Kunz (1994) can be understood from the inclusion of pre-pubertal children to long-term systematized training, with at least three sessions per week with a gradual increase in income, in addition to some participations in competitions, the greater number of cases of early specialization is inside sports clubs, this is because media opinion, much influenced by society, understands this process as a normal pedagogical process to identify new talents (PAES, 2002).

Final considerations

Given this study, we can see that it is evident that children are increasingly included in high-performance sports and in Brazil almost nothing has been done to prevent the future of these children from being unsatisfactory, often due to parents' lack of knowledge in to insert children very early in sports clubs, among others and also the professionals of the area must be attentive to the way to provide the best that the sport can offer, because only with this care can we see future champions of the sport.

Therefore, we should not make specialization early because in addition to causing a physical, emotional and psychological, the child can leave the sport because they feel pressured, insecure and not forget the terrible experience, it can be noted that a great deal of guilt of this specialization precocious comes from parents who often have no idea of harms, along with coaches, who aim only at immediate results without thinking about the future of the child, leaving aside childhood, leading to high-performance sport and can generate physical and the future.

On the other hand, some authors argue that the ideal is to wait for the child to "mature," to understand the sport, to wait for the right moment, and to enjoy childhood in the way that suits him, playing and having fun as it should be, after moment (phase), you can decide the way forward and the child makes the decision of what you want to pursue in the sport. In this way, a great sporting talent can emerge, with great results, great victories, because the initial stage of the child's training will have been respected and there will be no gap in their development.

What should be taken into account is that the child needs yes of the sports initiation, but within its limitations, depending on what it will do, of having abilities to do, also the formation of the same, we can not be based exclusively on the age and yes in the characteristics of this child, it can be more developed or less developed, whatever modality one can not forget what is a priority for every child: play; playing has no obligation, playing is a pleasure activity and this family and coaches can not forget. Taking advantage of what sport can provide in terms of motor, affective and social development, the child should understand the sport as a joke and nothing more, should be exposed to activities that explore the physical and motor aspects, however, without competitive charges, the game must be a tool to achieve physical, psychic and motor improvements, not the end.

Palavras-chave: Iniciação Esportiva. Early Specialization. Notes. Alert.

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SPORTS INITIATION AND EARLY SPECIALIZATION: SOME CONCERNS.

The present study addresses the importance of the knowledge of Physical Education professionals and parents about sports initiation and early specialization. The objective of the present study is to approach sports initiation and its hazards with early specialization as a form of alertness. This study is characterized as being bibliographic. The main points of warning about initiation and early specialization are professionals not qualified to perform the function of sports initiation, parents who do not check the qualifications of the professional who goes to the east of the child, traumatization of the child who was misguided in its initiation sports, professionals tend to confuse sports initiation with early initiation, most often parents choose the sport for their child, going against their will. In this way, the sportive initiation applied correctly, taking care of the motor development avoiding the early specialization of the child, provides recreational and creative activities that allow the exploration and discovery of movements, aiding in the learning of the fundamental motor skills that will be essential for sports practice and for day-to-day and almost nothing has been done to prevent the future of these children from being unsatisfactory, often due to parents' lack of knowledge of inserting children into sports clubs very early, and also professionals in the area should be aware of how to provide the best sport can offer, because only with this care can we see future champions of the sport. We should not make specialization early because in addition to causing physical, emotional and psychological, the child can abandon the sport because they feel depressed, insecure and not forget the terrible experience.

INITIATION SPORTIVE ET PREMIERE SPECIALISATION: QUELQUES PREOCCUPATIONS

La présente étude aborde l'importance de la connaissance des professionnels de l'éducation physique et des parents sur l'initiation sportive et la spécialisation précoce. L'objectif de la présente étude est d'aborder l'initiation sportive et ses dangers avec une spécialisation précoce comme une forme de vigilance. Cette étude est caractérisée comme étant bibliographique. Les principaux points d'avertissement sur l'initiation et la spécialisation précoce sont les professionnels non qualifiés pour effectuer la fonction d'initiation sportive, les parents qui ne vérifient pas les qualifications du professionnel qui va à l'est de l'enfant, le traumatisme de l'enfant qui a été égaré Dans les sports, les professionnels ont tendance à confondre initiation sportive et initiation précoce, le plus souvent les parents choisissent le sport pour leur enfant, contre leur gré. Ainsi, l'initiation sportive appliquée correctement, en prenant soin du développement moteur en évitant la spécialisation précoce de l'enfant, propose des activités récréatives et créatives permettant l'exploration et la découverte des mouvements, favorisant l'apprentissage des habiletés motrices essentielles à la pratique sportive et jour, et presque rien n'a été fait pour éviter que l'avenir de ces enfants ne

soit insatisfaisant, souvent en raison du manque de connaissances des parents sur l'insertion des enfants dans les clubs sportifs très tôt, et les professionnels de la région devraient être conscients de le meilleur sport peut offrir, car seulement avec ce soin on peut voir de futurs champions du sport. Nous ne devrions pas faire de spécialisation tôt parce qu'en plus de causer des problèmes physiques, émotionnels et psychologiques, l'enfant peut abandonner le sport parce qu'il se sent déprimé, insécuré et ne pas oublier la terrible expérience.

INICIACIÓN ESPORTIVA Y ESPECIALIZACIÓN PRECOCE: ALGUNAS PREOCUPACIONES

El presente estudio aborda la importancia del conocimiento de los profesionales de Educación Física y padres sobre iniciación deportiva y la especialización precoz. El objetivo del presente estudio es abordar la iniciación deportiva y sus peligros con la especialización precoz como forma de alerta. Este estudio se caracteriza como siendo bibliográfico. Los principales puntos de alerta sobre la iniciación y la especialización precoz son los profesionales no habilitados a ejercer la función de iniciación deportiva, padres que no hacen averiguación de las cualificaciones del profesional que va orientar a su hijo, traumatización del niño que fue mal orientada en su iniciación, los profesionales tienden a confundir la iniciación deportiva con la iniciación precoz, la mayoría de las veces los padres eligen el deporte para su hijo, yendo en contra de la voluntad de los mismos. Por lo tanto, la iniciación deportiva aplicada correctamente, cuidando el desarrollo motor evitando la especialización precoz del niño, proporciona actividades lúdicas y creativas que permiten la exploración y descubrimiento de movimientos, auxiliando en el aprendizaje de las habilidades motoras fundamentales, que serán esenciales para la práctica deportiva y para el día a día y casi nada ha sido hecho para evitar que el futuro de esos niños sea insatisfactorio, muchas veces por la falta de conocimiento de los padres en insertar a los niños muy temprano en clubes deportivos y también los profesionales del área deben estar atentos a la forma de proporcionar lo mejor que el deporte puede ofrecer, pues sólo con ese cuidado es que podremos ver futuros campeones del deporte. No debemos hacer especialización precoz porque además de causar un desgaste físico, emocional y psicológico, el niño puede abandonar la modalidad deportiva por sentirse presionada, insegura y no olvidar la terrible experiencia.

INICIAÇÃO ESPORTIVA E ESPECIALIZAÇÃO PRECOCE: ALGUMAS PREOCUPAÇÕES.

O presente estudo aborda a importância do conhecimento dos profissionais de Educação Física e pais sobre iniciação esportiva e a especialização precoce. O objetivo do presente estudo é abordar a iniciação esportiva e seus perigos com a especialização precoce como forma de alerta. Este estudo se caracteriza como sendo bibliográfico. Os principais pontos de alerta sobre a iniciação e a especialização precoce são os profissionais não habilitados a exercer a função de iniciação esportiva, pais que não fazem averiguação das habilitações do profissional que vai orientar seu filho, traumatização da criança que foi mal orientada na sua iniciação esportiva, profissionais tendem a confundir a iniciação esportiva com a iniciação precoce, na maioria das vezes os pais escolhem o esporte para seu filho, indo contra a vontade dos mesmos. Sendo assim a iniciação esportiva aplicada corretamente, cuidando o desenvolvimento motor evitando a especialização precoce da criança, proporciona atividades lúdicas e criativas que permitem a exploração e descoberta de movimentos, auxiliando na aprendizagem das habilidades motoras fundamentais, que serão essenciais para a prática esportiva e para o dia a dia e quase nada tem sido feito para evitar que o futuro dessas crianças seja insatisfatório, muitas vezes pela falta de conhecimento dos pais em inserirem as crianças muito cedo em clubes esportivos e também os profissionais da área devem estar atentos a forma de proporcionar o melhor que o esporte pode oferecer, pois somente com esse cuidado é que poderemos ver futuros campeões do esporte. Não devemos fazer especialização precoce porque além de causar um desgaste físico, emocional e psicológico, a criança pode abandonar a modalidade esportiva por sentir se pressionada, insegura e não esquecer a terrível experiência.