

131 - THE VISUAL PERCEPTION DURING THE IMPLEMENTATION OF THE VOLLEYBALL ATTACK: IN THE VISION OF STUDENTS OF MIDDLE SCHOOL

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INTRODUCTION

According to Viganô and Capellini (2011), visual perception consists of a cognitive function having knowledge about the visual environment being provided in our consciousness for orientations of our actions. Visual perception requires the interaction between voluntary attention and the programming and reprogramming ability of the organs that will perform the motor activity (STENICO et al., 2013).

Visual perception is inseparable from the muscular movement of the eye and the physical effort involved in seeking to focus on an object or simply keeping the eyelids open (CRARY, 1990).

The visual perception of the physical environment is extremely variable, whether due to differences in lighting, distance from the object, change in head position and direction of the visual perception of the environment, or affective and emotional conditions that interfere with visual efficiency. These are other conditions that help these individuals to have little confidence in the environment (AMIRALIAM, 2004, p.25).

In this direction, the simple reduction of the perception of light interfering in the visual field, may limit the execution of tasks (SÁ et al., 2007). In view of this, the environment plays an important role in the visual attention to generate specific visual stimuli, where there is an infinity of information in the locality (MILLER and CLAPP, 2011).

The athletic environment is considered the relationship between the athlete and his environment that moves the sports practice. Therefore, it is fundamental to understand the emotions of the athletes in their sport (VIANA, 2009).

According to Bojikan (2005), volleyball is a usual instrument of Physical Education, having in the areas of health, education and competition, its main fields of action. In this sense, school volleyball aims to promote the development of students' motor, physical and psychological abilities (SOUZA, 2007).

In volleyball, attack actions, due to the possibility of conquering a point directly, are called terminal actions (MESQUITA et al., 2010). The main objective of the attack is to hit the ball to the opponent's court in an attempt to win the block and the opponent's defense where the attacker must be able to attack the ball with force and speed, as well as varying it the attack trajectory reaches different speeds (LOPES, 2010).

Decision making or the decision-making process can be defined as the choice between two or more alternatives that make it possible to reach a certain outcome (ALMEIDA et al., 2011). In this sense, decision making supposes the process of selecting a response in an environment of multiple possible responses (SANFEY, 2007) and consists in determining the possibilities of success when analyzing certain results between different possibilities (GRECO, 2006).

The study becomes relevant because the visual perception will serve as an aid for volleyball students to be able to delve deeper into the basis of attack thus improving their performance and decision making during execution. It is also important to expand the literary collection in the area of volleyball, thus serving as an aid to other students and professionals.

With this theoretical basis, the question that guided the referent study was: What is the view of students who practice volleyball at school about visual perception to execute the foundation of attack? In view of the above, the objective was to analyze the vision of the high school student practicing volleyball in physical education classes on Visual Perception during the execution of the volleyball attack.

METHODOLOGY

According to Denzin and Lincoln (2006), qualitative research involves an interpretative approach to the world, which means that its researchers study things in their natural settings, trying to understand the phenomena in terms of the meanings they the people to them confers.

The type of study is descriptive, since the researcher seeks to observe, record, analyze, classify and interpret the facts without interfering with them. It has as main objective to describe the characteristics of an event or population and to accurately discover how often a phenomenon occurs, its relation and connection with others, its nature and peculiarities (GIL, 2009).

The research project of said study was approved by the Research Ethics Committee of Estácio Faculty of Alagoas with the number of Opinion: 2,091,478. The research scenario was represented by a public school of the educational network of the city of Maceió. The research sample consisted of ten male students, all of them of the first and second years of high school who practice volleyball during Physical Education classes, with an average age of sixteen years.

The data collection instrument used was the semi-structured interview, which according to May (2004), the interviewee answers the questions within his conception, but, it is not a question of letting him speak freely, the researcher must not lose sight of your focus. The collection was done in a classroom assigned by the institution, where we used a tape recorder and asked six questions for each subject being one at a time.

In order to analyze the data we used the technique of content analysis by categories, which is defined as:

A set of communication analysis techniques aimed at obtaining, through systematic and objective procedures for describing the content of the messages, indicators (quantitative or otherwise) that allow the inference of knowledge regarding the conditions of production /reception (inferred variables) of these messages (BARDIN, 2011, 48).

RESULTS AND DISCUSSION OF DATA

The collected data provided to know more about the visual perception and how this perception can help during the execution of the attack in volleyball aiming at a better understanding on the part of the students.

Aiming at a better understanding of the results of the study, the results were structured in two following stages: the first analyzed the characterization of the subjects and the second stage, the characterization of the objectives themselves.

In order to characterize the subjects of the research, a chart was elaborated with the following points: age, year of study and time of study in the institution. In order to maintain anonymity and secrecy, the subjects were identified as A1, A2, A3, A4, A5, A6, A7, A8, A9 and A10, all students being male. The table below shows the characterization of the subjects.

Table 1: Characterization of subjects

SUBJECTS	AGE	YEAR RUNNING	TIME OF STUDY IN THE INSTITUTION
A1	16nd	2ND YEAR	2 YEARS
A2	16nd	2ND YEAR	2 YEARS
A3	17nd	2ND YEAR	2 YEARS
A4	16nd	2ND YEAR	2 YEARS
A5	16nd	2ND YEAR	2 YEARS
A6	17nd	2ND YEAR	2 YEARS
A7	17nd	2ND YEAR	2 YEARS
A8	15ST	1ND YEAR	1 YEARS
A9	15ST	1ND YEAR	1 YEARS
A10	15ST	1ND YEAR	1 YEARS

To characterize the objects themselves, the categories of analysis were created: Category I: Understanding about visual perception; Category II: Relationship between visual perception and attack in volleyball; Category III: Pedagogical activities for the development of visual perception.

Category I: Understanding about visual perception

In this category, on the students' knowledge regarding visual perception, the following positions were obtained:

A1: "[...] The form used to analyze the game [...]"

A2: "[...] Focus and observe the movement and the manner of the teams".

A4: "[...] It is a characteristic of the individual relating to the identification of visual details".

A5: "It is the ability to locate and locate others, to perceive the visual elements in order to analyze and interpret them."

A7: "Visual perception is the ability to see and if possible reproduce movement"

In view of what was presented by the students, it was observed that their understanding is in agreement with Caldeira and Serrano (2000), that visual perception is a very important and fundamental operation, since, besides being the basis of a correct visual reading, can therefore help students in their school learning.

A1 and A2 consider visual perception as a form used to analyze the game and observe the movements of the game. A1 in his speech answered us in a way that corresponds a little, on visual perception bringing more to volleyball, in the form of game analysis.

While A7 spoke the correct way, while other students do not have the correct understanding of what is, like the A8, which explains that you are curious to know, because no teacher at the institution worked with him in his classes.

It is noteworthy the expression of the A7, since he among the students interviewed was the one who had greater understanding about the visual perception. We can also consider A4 and A5 that comes close to the knowledge of the study.

With this to put into practice the visual perception, the involvement of the students and the knowledge of the teachers, thus having a collective work. According to Alonso (2002), in order to work with other people in any situation, we must learn to work together, in order to pass on theoretical and practical learning of what is visual perception.

According to Fullan and Hargreaves (2000), he affirms that the teacher with isolated work is limited to the possibility of carrying out activities that may allow a greater knowledge to his student, being restricted to possible improvements.

Therefore, the help of teachers in physical education classes is essential so that the student can acquire knowledge about visual perception in volleyball and put into practice everything that the classes provide.

With this, the interaction of the students is important for the learning process, during the Physical Education classes in relation to the visual perception, being able to be fully worked, to pass a better knowledge to the students, considering that most do not have an understanding of what is visual perception, however, this theme is not very comprehensive in the theoretical and practical classes with the current professors of the institution. Teaching should encompass theoretical and practical knowledge in a way that students can fully understand it (SOUSA et al., 2013).

Category II: Relationship between visual perception and attack in volleyball

In this category, the students comment on the connection between visual perception and the basis of attack in volleyball.

A2: "Regular, with respect to open your eyes, pay attention to the team and force in the direction seeing the movement of the opponent".

A5: "It is necessary that there be visual perception for a good attack, to know the best position from which to attack, who to attack and to make better decision having a greater precision in the execution".

A7: "A sharper perception can directly influence the position where you will attack being important for the attack to be concluded ...".

A8: "[...] It serves a lot to maintain the game balance and see what time I can attack."

A9: "With good visual insight, you can and will know what the best odds of attack are, and it is of crucial importance to see where you can attack."

Regarding the answers presented by the students, it shows that the relationship between the attack and the visual perception is of great importance for the execution of the foundation, the students interviewed demonstrate a little understanding of what they are, and know that it is of utmost importance to perception at the time of execution.

Category III: Pedagogical activities for the development of visual perception

In this category, students reported whether they have already participated in pedagogical activities for the development of visual perception.

A1: "Yes, because in physical education classes are worked in all sports and most sports needs a visual perception."

A3: "No. I would like to have some pedagogical activities that I could develop and even explain a little more about visual perception."

A7: "Yes. More than in physical education classes, I have already witnessed some pedagogical activities developed by my volleyball teacher."

A9: "[...] With my current teacher I learned few things more I am curious to practice some activities in relation to the visual perception".

A10: "Yes. Not so often my teacher has already done some activities"

A1 reports that all sports need visual perception, so in Physical Education classes there are pedagogical activities to develop such perception. The pedagogical activity of Physical Education can be defined as stimulus movements and incentive prepared by the teacher with the purpose of structuring the field of knowledge that are specific (AZEVEDO and SHIGUNOV, 2001).

According to Cadeira and Serrano (2000), it states that visual perception in general is defined with information processing. However, it is understood that pedagogical activities regarding visual perception are not so frequent in Physical Education classes, as reported by the interviewees, A3 and A9, where they show interest and curiosity to delve deeper into the subject. Already the other interviewees already witnessed pedagogical activities on visual perception. A9 reports that his lack of knowledge justifies the absence of the subject with his current teacher, but A10 states that he has had more not as often as it should have.

Note that A8 is not aware of what pedagogical activities are as much as visual perception. This shows that in Physical Education classes the subject is not addressed, as the interviewee reports.

Faced with the speeches of the students, none spoke exactly of the pedagogical activities, however, the interviewees are divided about this knowledge in the classes of Physical Education. It is noticed that half of the students already had some kind of pedagogical activities in their opinions during the classes of Physical Education, therefore, few demonstrate a greater knowledge in the description of what is the visual perception with exception of the A7.

The pedagogical activity is for students to learn by engaging in learning activities (ASBAHR, 2005).

FINAL CONSIDERATIONS

Physical Education classes are important so that the students have a greater knowledge about visual perception, being important that it is included in the pedagogical practices, both in theory and in practice.

In the results found it was clear the need to approach the visual perception during the physical education classes, so that the students can have a greater knowledge about the visual perception, considering that it will serve as an improvement to execute the foundation of attack in volleyball.

It was noticed that most of the students lack the knowledge of what the visual perception is, confusing with the vision. In order for them to understand what visual perception is, the teacher's participation is necessary to explain them, and the participation of the physical education professional to guide them during the lessons is of great importance.

With this, the use of visual perception in volleyball during Physical Education classes is of great value, for the development and knowledge of the students interviewed.

Our Hypothesis was affirmative where it was verified that the visual perception is of great value for execution of the foundation of the attack, where it can influence in a positive way to the sequence of the students during the practice of volleyball in the classes of Physical Education.

In order to continue with this study, it is not intended to be exhausted here, it is believed that other research will emerge to deepen further and seek results in other institutions.

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THE VISUAL PERCEPTION DURING THE IMPLEMENTATION OF THE VOLLEYBALL ATTACK: IN THE VISION OF STUDENTS OF MIDDLE SCHOOL

Volleyball is a usual Physical Education instrument, having in its areas of health, education and competition, its main fields of action, in view of the visual perception during the execution of the attack that is inseparable from the muscular movement of the eye and the effort Physical focus involved in seeking to focus on an object or simply keeping the eyelids of the eyes open. The study aims to analyze the vision of the high school student who practice volleyball in physical education classes on Visual Perception during the execution of the attack on volleyball. This is a descriptive, qualitative study. The sample of the research will be of ten students of a public school of Maceió. The instrument of data collection used was the semistructured interview. Content analysis by categories was used to analyze the results. In the results found it was clear the need to approach the visual perception during the physical education classes, so that the students can have a better knowledge about the visual perception, considering that it will serve as an improvement to execute the foundation of attack in volleyball. However, Physical Education classes are important so that students have a greater knowledge about visual perception, being of great value for the execution of the foundation of attack, serving as an aid for students with knowledge.

Keywords: Visual perception; Physical education; Volleyball;

LA PERCEPTION VISUELLE PENDANT LA MISE EN ŒUVRE DE L'ATTAQUE DE VOLEYBALL: À LA VISION DES ÉTUDIANTS DE L'ÉCOLE MOYENNE

Le volleyball est un instrument d'éducation physique habituel, dans ses domaines de la santé, de l'éducation et de la concurrence, ses principaux domaines d'action, compte tenu de la perception visuelle lors de l'exécution de l'attaque inséparable du mouvement musculaire de l'œil et de l'effort l'accent physique impliqué dans la recherche de se concentrer sur un objet ou simplement de garder les paupières des yeux ouverts. L'étude vise à analyser la vision de l'élève du secondaire qui pratique le volleyball dans les cours d'éducation physique sur la perception visuelle lors de l'exécution de l'attaque contre le volleyball. Il s'agit d'une étude descriptive et qualitative. L'échantillon de la recherche sera de dix élèves d'une école publique de Maceió. L'instrument de collecte de données utilisé était l'entretien semi-structuré. L'analyse de contenu par catégories a été utilisée pour analyser les résultats. Dans les résultats obtenus, il était évident qu'il fallait aborder la perception visuelle pendant les cours d'éducation physique, afin que les élèves puissent avoir une meilleure connaissance de la perception visuelle, compte tenu du fait qu'il améliorerait l'exécution des fondements de l'attaque au volleyball. Cependant, les cours d'éducation physique sont importants afin que les élèves aient une connaissance plus approfondie de la perception visuelle, qui sont d'une grande valeur pour l'exécution des fondements d'une attaque et servent d'aide aux étudiants ayant des connaissances.

MOTS-CLÉS: Perception visuelle; Éducation physique; Volleyball.

LA PERCEPCIÓN VISUAL DURANTE LA EJECUCIÓN DEL ATAQUE EN EL VOLEIBOL: EN LA VISIÓN DE LOS ALUMNOS DE LA ENSEÑANZA MEDIO

El voleibol es un instrumento habitual de la Educación Física, teniendo en las áreas de la salud, de la educación y de la competencia, sus principales campos de actuación, teniendo en vista la percepción visual durante la ejecución del ataque que es inseparable del movimiento muscular del ojo y del esfuerzo físico involucrado en la búsqueda de foco en un objeto o simplemente manteniendo los párpados de los ojos abiertos. El estudio tiene como objetivo analizar la visión del alumno de la enseñanza media que practican voleibol en las clases de educación física sobre la Percepción Visual durante la ejecución del ataque en el voleibol. Se trata de un estudio del tipo descriptivo, de naturaleza cualitativa. La muestra de la encuesta será de diez alumnos de una escuela pública de Maceió. El instrumento de recolección de datos utilizado fue a la entrevista semiestructurada. Se utilizó el análisis de contenido por categorías para analizar los resultados. En los resultados encontrados quedó claro la necesidad de abordar la percepción visual durante las clases de educación física, para que los alumnos puedan tener un mayor conocimiento sobre la percepción visual, teniendo en vista que servirá como mejora para la ejecución del fundamento de ataque en el voleibol. Sin embargo las clases de Educación Física son importantes para que los alumnos tengan un conocimiento mayor sobre la percepción visual, siendo de gran valor para la ejecución del fundamento de ataque, sirviendo como una ayuda para alumnos con el conocimiento.

Palabras clave: Percepción visual; Educación Física; Voleibol;

A PERCEPÇÃO VISUAL DURANTE A EXECUÇÃO DO ATAQUE NO VOLEIBOL: NA VISÃO DOS ALUNOS DO ENSINO MÉDIO

O voleibol é um instrumento usual da Educação Física, tendo nas áreas da saúde, da educação e da competição, seus principais campos de atuação, tendo em vista a percepção visual durante a execução do ataque que é inseparável do movimento muscular do olho e do esforço físico envolvido na busca de foco em um objeto ou simplesmente mantendo as

pálpebras dos olhos abertos. O estudo tem como objetivo analisar a visão do aluno do ensino médio que praticam voleibol nas aulas de educação física sobre a Percepção Visual durante a execução do ataque no voleibol. Trata-se de um estudo do tipo descritivo, de natureza qualitativa. A amostra da pesquisa será de dez alunos de uma escola pública de Maceió. O instrumento de coletas de dados utilizado foi à entrevista semiestruturada. Foi utilizada a análise de conteúdo por categorias para analisar os resultados. Nos resultados encontrados ficou claro a necessidade de abordar a percepção visual durante as aulas de educação física, para que os alunos possam ter um maior conhecimento sobre a percepção visual, tendo em vista que servirá como melhoria para execução do fundamento de ataque no voleibol. Contudo as aulas de Educação Física são importantes para que os alunos tenham um conhecimento maior sobre a percepção visual, sendo de grande valia para a execução do fundamento de ataque, servindo como um auxílio para alunos com o conhecimento.

Palavras- Chaves: Percepção Visual; Educação Física; Voleibol;