

102 - KNOWLEDGE OF RESULTS IN LEARNING THE GOLF SHOT

ROGÉRIO NASCIMENTO DIAS
SEBASTIÃO GUEDER MACHADO
UNIVERSIDADE CATOLICA DOM BOSCO – CAMPO GRANDE –MS

INTRODUCTION

Motor learning are changes in internal processes that determine the ability of an individual to produce a motor task (Schmidt, 1993). As (SCHMIDT 1993), learning results from practice or experience. It is observable, through research, humans, or each individual has a way, a way to assimilate knowledge. There are various strategies used during learning and one of them is the knowledge of result (CR). According to ecological theory (Newell, 1991), the perceptual information fulfill various functions in motor learning. In a prescriptive function, this information is associated with the knowledge of the task goal and the movement to be learned. They were provided to the learner through demonstration.

Golf is an elitist sport in Brazil and does not have many adherents. There is a need for materials and specific spaces. The goal is to put the ball in the hole with the fewest strokes. The break is the main motor skill in this sport. It is necessary to proper positioning and broad knowledge of both the material used, such as the environment and techniques of strokes. The purpose of this research is to reveal the importance of knowledge of result (CR) during training in the golf swing.

METHODOLOGY

The participants of this research were students of the 3rd semester of physical education UCDB in all eight (8) components and never practiced golf. Were randomly divided, with one group we define as G1 extrinsic feedback received and the other group we define as G2, did not receive the reinforcement.

Subjects completed a battery of pre-tests running 3 (three) shots, with the objective of knowledge of the field and the material used (ambiance). After pre-test was performed the training phase of implementation of 5 (five) strokes per participant. We then carried to the post-test, with 3 (three) shots per participant.

The intervention of physical education professionals to regard learning the golf swing (feedback) was administered in G1 phase of training after the first shot, a total of 4 (four) feedback.

Were used as material for the research performance 1 (a) golf club made by hand, 1 (one) official golf ball, chalk, tape, and one (1) plastic cup that will make the representation of buraco. Os Data were collected through tests that consisted of the golf swing in order to hit the hole, which was considered the maximum score, or miss the mark next to the hole, with each brand numbering 1 to 3 of a growing relationship the proximity of the hole, and your score.

During the 5 (five) strokes of the 2nd phase of the research was conducted brief training for individuals to have knowledge of correct techniques and tips for best shot (extrinsic feedback) and position: a) erect with arms at your sides; b) look at the laces of your shoe, bend your knees until you can not see the laces c) keeping your back straight, drive your hips back and tilt your head toward the ball, keeping your chin up, away from the breast; d) drop arms naturally and hold the bat. Raise a little left shoulder (or right if left handed) and make sure the weight of your body is on the soles of the feet. Some tips are useful before the stroke, how to put a few inches of the ball and choose a mark or figure on the ground located approximately 1 meter or 1.5 meters in front of the ball and is on the ball-target line. The reason for the alignment with a mark a short distance ahead of the ball is so that both ball and mark are in his field of vision at the same time. With this information we carried out the building with intent to improve performance.

The points were distributed as follows:

- a) ball in the hole: 100 points;
- b) ball on the mark 1: 50 points;
- c) ball on the mark 2: 20 points, and,
- d) ball in Mark 3: 5 points.

Data collection was performed according to tables in which the points were measured pre-test and post-test. We will have a table that can be measured at the training phase, which will be at the discretion of the researchers.

G1 Pre-test

	SHOT 1	SHOT 2	SHOT 3		Total
Acad 1	5	50	30		85
Acad 2	50	0	5		55
Acad 3	0	0	0		0
Acad 4	0	0	30		30
Total	55	50	65		170

G2 Pre-test

	SHOT 1	SHOT 2	SHOT 3		Total
Acad 1	50	5	30		85
Acad 2	30	30	50		110
Acad 3	0	50	50		100
Acad 4	50	50	50		150
Total	130	135	180		445

Training G1 (can be measured)

	SHOT 1	SHOT 2	SHOT 3	SHOT 4	SHOT 5	SHOT 6	SHOT 7	SHOT 8	SHOT 9	SHOT 10	Total
Acad 1											
Acad 2											
Acad 3											
Acad 4											
Total											

Training G2 (can be measured)

	SHOT 1	SHOT 2	SHOT 3	SHOT 4	SHOT 5	SHOT 6	SHOT 7	SHOT 8	SHOT 9	SHOT 10	Total
Acad 1											
Acad 2											
Acad 3											
Acad 4											
Total											

Pos-test G1

	SHOT 1	SHOT 2	SHOT 3	SHOT 4	SHOT 5	Total
Acad 1	50	50	50			150
Acad 2	0	5	50			55
Acad 3	0	0	0			0
Acad 4	50	5	50			105
Total	100	60	150			310

Pos-test G2

	SHOT 1	SHOT 2	SHOT 3	SHOT 4	SHOT 5	Total
Acad 1	0	30	0			30
Acad 2	30	0	50			80
Acad 3	0	30	30			60
Acad 4	100	30	50			180
Total	130	90	130			350

RESULTS AND DISCUSSION

The results are shown in table form only with the total points scored, followed by discussion of the data found.

	WITH FEEDBACK (G1)				WITHOUT FEEDBACK (G2)			
	Pre-test		Test-Pos		Pre-test		Test-pos	
Indivíduos	Pontos		Pontos		Pontos		Pontos	
Acad 1	85		150		85		30	
Acad 2	55		55		110		80	
Acad 3	0		0		100		0	
Acad 4	30		105		150		180	
Mínimo	0		0		85		0	
Máximo	85		105		150		180	
Total	170		310		445		290	

FINAL CONSIDERATIONS

Across the table presented only identifies the distribution of points obtained in the pre-test and post-test made by G1 (with feedback) and G2 (no feedback) and the resulting sum of points for them.

Observed in group 1 in the pre-test the minimum value of 0 points and maximum 85, and post-test minimum 0 and maximum 105.

It is in group 2 at pre-test the minimum value of 85 points and a maximum of 150, and post-test minimum value of 0 and maximum value of 180.

We can see that there was a decrease in group 2 (without feedback) regarding the total score on the pretest to post-test.

We found that the group 1 with the use of feedback has improved its overall score, as well as its efficiency (individual) in the post-test, whereas group 2, decreased efficiency (individual) and total at the beginning of the test was ahead Group 1, as shown in the table.

Even considering the limited time to perform the activity and having to decrease the amount of repetitions in stroke play, check and prove how important and valuable is to use this tool for teaching, feedback.

REFERENCES

1. Junior, Thiago Rodrigues. Knowledge of result - CR and performance of students in the rifle shooting of pressão.2007.
2. Techniques strokes. Available in <http://www.golfamador.com.br>. Accessed May 15, 2008.

AUTOR: ROGÉRIO NASCIMENTO DIAS
 SEBASTIÃO GUEDER DAROSAMACHADO
 Gueder8@hotmail.com
 (67)3026-5311 (67)9266-4292

KNOWLEDGE OF RESULTS IN LEARNING THE GOLF SHOT ABSTRACT

I believe that learning is the individual capacity to perform some type of motor task (Schmidt, 1993). As (Schmidt, 1993) learning results from practice or experience. It is observable, through research, humans, or each individual has a way, a way to assimilate knowledge. There are various strategies used during learning and one of them is the knowledge of result (CR). Golf is an elitist sport in Brazil and does not have many adherents. There is a need for materials and specific spaces. The goal is to put the ball in the hole with the fewest strokes. The break is the main motor skill in this sport. It is necessary to proper positioning and broad knowledge of both the material used, such as the environment and techniques of strokes. This paper aims to detect the performance of the golf swing in academic, who did not practice this sport and the influence of CR (knowledge of results) or extrinsic feedback. As the test sample were surveyed 08 (eight) academic course of Physical Education UCDB divided into two groups where one received the CR and the other not. As data collection instrument was used 01 (a) bat made by hand, 01 (a) official golf ball and 01 (a) plastic cup symbolizing the hole. The analysis was performed using descriptive statistics. The results showed that the students who performed better were those who received feedback. We concluded that knowledge of results helps to teach a task and to improve the outcome.

KEYWORDS Learning; Shot; Golf.

CONNAISSANCE DES RÉSULTATS DE L'APPRENTISSAGE LE COUP GOLF RÉSUMÉ

Je crois que l'apprentissage est la capacité individuelle d'effectuer un certain type de tâche à moteur (Schmidt, 1993). As (Schmidt, 1993) les résultats d'apprentissage de la pratique ou l'expérience. Il est à remarquer, par la recherche, les humains, ou chaque individu a une certaine façon, une façon d'assimiler des connaissances. Il existe diverses stratégies utilisées durant l'apprentissage et l'un d'eux est la connaissance du résultat (CR). Le golf est un sport élitiste, au Brésil et n'a pas beaucoup d'adeptes. Il ya un besoin pour des matériaux et des espaces spécifiques. Le but est de mettre la balle dans le trou avec le moins de coups. La rupture est le moteur principal de compétences dans ce sport. Il est nécessaire de positionner correctement et de vastes connaissances à la fois du matériau utilisé, comme l'environnement et les techniques de coups. Ce document vise à détecter la performance du swing de golf dans les milieux universitaires, qui ne pratique pas ce sport et l'influence de la CR (connaissance des résultats) ou des réactions extrinsèques. Que l'échantillon ont été interrogés 08 (huit) cours académique de l'éducation physique UCDB divisés en deux groupes où l'on a reçu le CR et l'autre non. Comme instrument de collecte de données a été utilisé 01 (une chauve-souris) faits à la main, 01 (une balle) golf officielles et 01 (une tasse en plastique), symbolisant le trou. L'analyse a été effectuée en utilisant les statistiques descriptives. Les résultats ont montré que les étudiants qui ont obtenu de meilleurs résultats sont ceux qui ont reçu des commentaires. Nous avons conclu que la connaissance des résultats permet d'enseigner une tâche et à améliorer le résultat.

MOTS CLÉS L'apprentissage; Swing Golf.

EL CONOCIMIENTO DE LOS RESULTADOS EN EL APRENDIZAJE DE TIRO DE GOLF RESUMEN

Creo que el aprendizaje es la capacidad individual para realizar algún tipo de tarea de motor (Schmidt, 1993). Como (Schmidt, 1993) los resultados de aprendizaje de la práctica o experiencia. Es de observar, a través de la investigación, los seres humanos, o cada individuo tiene una forma, una manera de asimilar los conocimientos. Existen diversas estrategias utilizadas durante el aprendizaje y uno de ellos es el conocimiento del resultado (CR). El golf es un deporte elitista en Brasil y no tiene muchos adeptos. Hay una necesidad de materiales y espacios específicos. El objetivo es poner la bola en el hoyo con el menor número de golpes. La ruptura es la habilidad del motor principal en este deporte. Es necesario el posicionamiento adecuado y amplio conocimiento tanto de la materia utilizada, como el medio ambiente y las técnicas de golpes. Este documento tiene por objeto detectar el funcionamiento del swing de golf en el ámbito académico, que no la práctica de este deporte y la influencia de CR (el conocimiento de los resultados) o retroalimentación extrínseca. En la muestra fueron encuestados 08 (ocho) curso académico de la Educación Física UCDB divididos en dos grupos donde uno no recibieron la CR y el otro. Como instrumento de recolección de datos se utilizó 01 (a) bat hechas a mano, 01 (a) una pelota de golf oficial y 01 (a) la taza de plástico que simbolizan el agujero. El análisis se realizó utilizando la estadística descriptiva. Los resultados mostraron que los estudiantes que obtuvieron mejores resultados fueron los que recibieron retroalimentación. Llegamos a la conclusión de que el conocimiento de los resultados ayuda a enseñar a una tarea y para mejorar los resultados.

PALABRAS CLAVE Aprendizaje; Swing Golf.

O CONHECIMENTO DE RESULTADO NA APRENDIZAGEM DA TACADA DO GOLF RESUMO

Acredito que a aprendizagem é a capacidade individual para realizar algum tipo de tarefa motora (Schmidt, 1993). Conforme (SCHMIDT, 1993) aprendizagem resulta da prática ou de experiência. É observável, através de pesquisas, que os seres humanos, ou cada indivíduo possui uma forma, um jeito de assimilar conhecimentos. São várias as estratégias utilizadas durante a aprendizagem e uma delas é o conhecimento de resultado (CR). O golfe é um esporte elitizado no Brasil e ainda não possui muitos adeptos. Há necessidade de materiais e espaços específicos. O objetivo do jogo é colocar a bolinha no buraco com o menor número de tacadas. A tacada é a principal habilidade motora neste esporte. É necessário bom posicionamento e conhecimento amplo tanto do material utilizado, como do ambiente e técnicas de tacadas. O presente trabalho objetiva detectar o desempenho na tacada do golfe em acadêmicos, que não praticavam este esporte e verificar a influência do CR (conhecimento de resultado) ou feedback extrínseco. Como amostra do teste foram pesquisados 08 (oito) acadêmicos do curso de Educação Física da UCDB, divididos em dois grupos onde um recebeu o CR e outro não. Como instrumento de coleta foi utilizado 01 (um) taco feito de forma artesanal, 01 (uma) bola de golfe oficial e 01 (um) copo plástico simbolizando o buraco. A análise foi feita através de estatística descritiva. Os resultados mostraram que os acadêmicos que obtiveram melhor desempenho foram os que receberam feedback. Concluímos então que o conhecimento de resultado colabora para ensinar uma tarefa e para melhorar o resultado. **PALAVRAS CHAVES** Aprendizagem; Tacada; Golf.