70 - BASKETBALL AS CONTENT DEVELOPMENT OF MULTIPLE INTELLIGENCES

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INTRODUCTION

Basketball has become one of the most played team sports in the world, created by Professor James Naishmith in 1891 in Massachusetts during the harsh winter and with its arrival in Brazil in 1894 brought by Professor Augustus Shaw, this sport draws attention due to its aspects of strength and speed and because of his movements where they encompass a broad collection of skills.

This modality has its foundations in the concepts of power and speed in the execution of these movements within the auto search yields up every day to improve and optimize these concepts, but because of the inclusion of sport in schools esportivizando yield the Physical Education classes the approach in implementing changes within the classes themselves mediants focused goals for teachers, students (many of them athletes) and sometimes parents and school officials, we seek to conceptualize differently then applying the contents basketball. From the proposed new concepts we analyze the studies of Howard Gardner's Multiple Intelligences content with where he analyzes the individual possessed of eight intelligences and diverse areas of knowledge, then we can relate to and apply the modality basketball aiming cognitive development of the intelligences described by Gardner, providing opportunities then the escape character classes with skills development aiming results in competitions and directing physical education classes for the development of the biopsychosocial aspect of the student.

During the process of teaching and learning of basketball, we can witness the practice focused on the development of techniques and tactics individual or collective in schools, clubs and associations that offer the sport, we also observed the placement of students on situations involving their skills.

It is noticeable the lack of opportunities for students who have poorly developed skills, or beginners, as well as limitations in exercises aimed at a single goal which is success in practicing sports such as developmental technique that aims at completing basket, pass or perfect execution of pleas entered in basketball. The sports practice in education is not limited only to the aspect of what is sportivization states (DE ROSE JUNIOR, Tricoli, 2005 p.21):

> The current situation in Physical education and school sports suggests a practice focused on new prospects. The sport - and in this case specifically the sport basketball - must increasingly take into account whether its educational nature within the formal education system or outside. Thus, to the same extent that individual actions are taught focusing on technical movements and collective action focused on tactical systems of play, should make the teaching and learning environment is a possibility of transformation for students.

Thus the vocation of this essay is to analyze theoretically the possibility of using basketball as a means to develop the multiple intelligences and values linked to sport in formal and non-formal systems of education. We hope that our positions are shared, challenged or enriched.

THE MANIFESTATION OF MULTIPLE INTELLIGENCES THROUGH THE TEACHING OF CONTENT BASKETBALL

During classes or training of the modality Basketball is notorious use of several intelligences described by Gardner in game situations itself and applications activities involving the agon game, play recreational and competitive character with pre-sports with movements and actions similar to sport, basketball can identify the eight intelligences of Howard Gardner in the game at times like:

Kinesthetic intelligence Body: Using body the most varied forms using the control body for driving reconciled with ball race in various speeds and in different directions besides exchange of body positions using the same in different ways in order to obtain velocity , strength and agility, and abrupt stops spaced, good driving backwards, positioning for the shot, dribble and infiltration, jumps with and without throws, execution of technical movements of high passes, chest and bounced with two, or both hands, spins at various speeds and landing after running the same air movements can be executed with great skill or skill development.

Spatial Intelligence: This intelligence is directly linked in situations where use is made of handedness and sense of space in such moments pass between opponents and it bounced high or chest displacement between opponents and companions in times like infiltration and displacement to the basket , driving the ball with individual marking and zonal marking where it is differentiated system of defense of another in relation to space and that there is space that can be created within a play or movement of the player who has and who does not have the ball , creations of opportunity and options and passes options baskets inside movements designed and sketched during the course of play and the game being created using this block (light trap) displacement and movement of players.

Musical Intelligence: During the game be it self or income during the practice of physical education in school is recognized and observed the production of sounds coming from the bounce of the ball to run the dribble, the sounds of footsteps and run in individual and collective block from sports practice, which leads to perception of rhythms encountered when dribbling the ball with intensity and with the body close to the ground and harder with the center of gravity further away from the ground, beyond the rhythm imposed by the intensity or passivity marking exerted by the opponent's defense and the opposing team, and the progress of the past produced individually by the player who drives the ball this may be faster or slower tempos and rhythms with rhythmic finally uses this intelligence during the two times rhythmical for implementing the pitch tray coming to the progress of these can be passed in the manner in which check using two times the count rhythmic rhythmic used in situations that require speed and horizontal displacement or two times accelerated and this rhythm known as tray strength where you step on the ground with both feet quickly using the force at the time of the pulse and predominant vertical displacement.

Logical-Mathematical Intelligence: before the situations identified and analyzed in the learning and development of the sport basketball logical-mathematical intelligence manifests itself through geometric analysis and numerical advantages and disadvantages applied to game development, exemplified in the actions and attack systems where protection is visibly manifested at times of use of systems such as one square-box formations three-two (3-2), two-three (2-3), two-one-two (2-1-2) both in defense and in order to protect the defensive zone or by individual, with the provision of these students and / or athletes on

a first numeral systems listed. Since the demonstration systems during the attack game is through the formation of geometric shapes with the goal of creating opportunities that result in the finalization basket with the preparation of moves that seek to develop a numerical advantage momentary or give opportunities to the athlete a chance running the basket so whither he is free of markings.

Verbal-Linguistic Intelligence: we analyze the presence of a specific language within the game mode, this language feature shows a typical communication and the individual mode, displaying words of foreign origin where it makes use of the universal sense employed by these terms. Since the initiation of the sport in the application of this language is inserted, because the constant appearance in the moments presented to the student, as a model the terms "Americanized" as: pick and roll, back door, throwing jump, attack system Suflle, with many passed to the Portuguese and not losing the true essence of the movement named both in Brazil and in Portuguese-speaking American, the insertion into the appointment of initiation of movements as "light trap", "tray", chest passes, and bounced, cutting the sides, middle and bottom and other elements named and translated, which comes by these facilitate verbal communication in times of skill development and targeted for sport in times of physical and psychological stress.

Interpersonal Intelligence: the relationship between the same teams and players of different teams beyond the relationship with the board and service club, school or informal education context, this relationship tends to increase with the coexistence within the framework of sports practice and education of students and / or athletes, in addition to expanding the network of relationships with the knowledge of new people.

Intrapersonal intelligence: knowing your limits in certain situations both in exercises and in the initiation of the starting mode, and the ability to adapt knowledge through these aspects are visibly apparent in students golfers, this intelligence is applied values in tackles for educators how to overcome situations in exercises and moments of internal and external pressure beyond the acceptance of the result, which is positive or negative, individually and collectively, regardless of age teaching cycle or category in which the student is during sports practice.

Naturalist Intelligence: the importance given to the place of learning, and the like within the scope of practice of the sport, always keeping the site (in this case to court and other physical structures) and equipment (balls, cones, uniforms and other elements) in perfect condition conservation always bearing in mind that it is always used these elements and what makes this your favorite place to practice sports and using it at the same time as your home, like to see the environment clean pampered beyond preferably spending their idle time and your leisure time in this environment. Besides understanding the sensations of the body functioning body during exercise.

The basketball as a tool for development of multiple intelligences and values tied to them and to the sport.

Multiple intelligences are directly linked to the various moments of the sport basketball sports practice, but it is visible the need for more comprehensive lesson planning in qualifying and contemplate the cultural, social and cognitive development of students and athletes in view the importance of this development biopsychosocial is what it claims (MARTINS, 2012. p.5):

> One thing to be noted is that the choice of pedagogical practices is essential for the process to complete ensinagem therefore we must always be mindful that these practices are not kept just out of habit, but because it is the best strategy instruct students.

Besides these aspects should give emphasis on all amounts pegged within that practice sports, like the aforementioned values of overcoming taken through the teachings like "I want, I can, I can," the good relations of the class and / or team what are the lessons, values also associated with student life associating the persistence of individual training in pursuit of profit and the sport's collective search for individual results and solving problems within society and within the school life, since this individual has this skill that can be developed with better classes of modality used for the development of intelligence as having thought the statement which defines intelligence as "the ability to solve problems or create products valued in one or more cultural settings" (Gardner , 1994 p.7)

This process becomes more meaningful when linked to something pleasurable in which the student feels the will to do what it does well, joining the "business with pleasure", schools, clubs and associations then has a key role in agent job facilitating development of the eight intelligences described by Gardner considering that their cultural environment and favorable for this, using the time of one to four hours that students spend in these locations formal and non-formal education is what the statement says (MARTINS, 2012. p.5): "the intelligences are therefore potentially determined by the environment in which the person is located, and it is up to the schools provide opportunities for students to develop their maximum capabilities."

The school in its educational role is crucial in the process of facilitating the development of the students, on multiple intelligences that do not apply outside the biopsychosocial development of the student.

> Gardner for the purpose of school should be to develop these intelligences and help people achieve their goals of occupation suited to their particular spectrum of intelligence, Gardner proposes a school-centered individual, focused on understanding and development of optimal cognitive profile of student (TRAVASSOS, 2001)

Besides the role of school clubs and associations do not go unnoticed, much less set aside in which its real function, these institutions are of great importance taking into account the multicultural aspect considering the fact that the search of students in local sports where is designed to develop skills aimed at focusing on the sport should also be inserted in the work adiquirição values and development of multiple intelligences analyzing their importance to the enhancement of skills, these areas of non-formal education are of great importance using the claim (Strehl, 2000. p.9):

> Learning occurs at the place where the activity is carried out or in specialized institutions of learning. It is noteworthy that as societies become more complex and more intricate tasks, learning occurs in contexts increasingly remote from the actual site of practice.

From then proves the great importance of these action areas formal and non-formal education as facilitating agents in learning mode besides exposing the great importance of tool use basketball as a means to develop the multiple intelligences and values linked them and modality.

FINAL THOUGHTS

Coming up these principles trailers, used basketball content through a different concept in a systematic lesson planning is not solely with a view esportivista, with technical and tactical actions taken through a developmental practice which seeks to training athletes, but used for creating and learning to value the students besides providing the development of multiple intelligences, this tool has a great educational character and of great importance to the school environment not only for students but also for athletes, both golfers in different places of learning and practice. Basketball analyzed through subjective aspects, has a large collection where they are worked and developed in a manner unintended eight intelligences described by Gardner, then

these are directly linked to various situations within the context of the sport, then it has the opportunity to offer and target stimuli systematized through practice sports of basketball, working in this way to break the paradigm in which it inserted in local schools.

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BASKETBALL AS CONTENT DEVELOPMENT OF MULTIPLE INTELLIGENCES

ABSTRACT

The modern basketball has become one of the most played team sports in the world, both in formal educational environments as in non-formal settings, this sport draws attention due to its aspects of strength and speed and because of his movements that encompass a broad collection skills. There are numerous possibilities that basketball practice can offer to fellow practitioner. Inserted these possibilities, multiple intelligences stand up simultaneously with developing skills directed to this sport in view of the relationship between the movements performed during the match witnessed situations in times of practice and games in the initiation of the eight high-yield Gardner's intelligences linked to each other and bring the sport, social and individual values important for human development. Thus, the vocation of this essay is to analyze theoretically the possibility of using basketball as a means to develop the multiple intelligences and values linked to sport in formal and non-formal systems of education. We hope that our positions are shared, challenged or enriched.

KEYWORDS: Multiple Intelligences, Basketball, Values.

BASKET-BALL EN DÉVELOPPEMENT DU CONTENU DES INTELLIGENCES MULTIPLES

RÉSUMÉ

Actuelement le basket-ball devient de plus en plus l'un des sports collectifs le plus pratiqués dans le monde entier, tant dans le domaines formels d'enseignement qu'informels. Ce sport attire l'attention dû ses aspects de force et de vitesse, dû aussi à ses mouvements qui englobent une ample gamme d'habilités. Nombreuses sont les possibilités que la pratique du basket-ball peut offrir au sujet praticant. Inserées dans ces possibilités, les intelligences multiples se ressortent, car elles développent simultanément avec les habiletés dirigées à cette modalité sportive en mettant en relief la relation entre les mouvements executés pendant le départ, situations vécues au moment de la pratique à l'initiation et en jeux de grands rendiments les huit intelligences de Gardner apportent au sport, des valeurs sociales et individuelles importantes pour le développement humain. De cette manière, la vocation de ce travail est d'analyser théoriquement la possibilié d'utilisation du basket-ball comme moyen pour le développement des intelligences multiples et des valeurs attachés au sport dans les systèmes formels et informels d'enseignement

MOTS-CLÉS: les intelligences multiples, basket-ball, des valeurs.

BALONCESTO COMO EL DESARROLLO DE CONTENIDOS DE LAS INTELIGENCIAS MÚLTIPLES

RESUMEN

El baloncesto moderno se ha convertido en uno de los deportes de equipo más jugados en el mundo, tanto en entornos educativos formales como en contextos no formales, este deporte atrae la atención debido a sus aspectos de fuerza y velocidad, y debido a sus movimientos que abarcan una amplia colección habilidades. Hay muchas posibilidades de que la práctica del baloncesto puede ofrecer al practicante. Insertada estas posibilidades, inteligencias múltiples levantarse simultáneamente con el desarrollo de habilidades dirigidas a este deporte en vista de la relación entre los movimientos realizados durante las situaciones de partido presenciado en tiempos de práctica y los juegos en la iniciación de los ocho de alto rendimiento inteligencias de Gardner vinculados entre sí y llevar el deporte, los valores individuales y sociales importantes para el desarrollo humano. Por lo tanto, la vocación de este ensayo es analizar teóricamente la posibilidad de utilizar el baloncesto como medio para desarrollar las inteligencias múltiples y los valores relacionados con el deporte en los sistemas formales y no formales de educación. Esperamos que nuestras posiciones son compartidas, desafiado o enriquecido.

PALABRAS CLAVE: las inteligencias múltiples, baloncesto, valores.

BASQUETE COMO CONTEÚDO DE DESENVOLVIMENTO DAS INTELIGÊNCIAS MÚLTIPLAS

RESUMO

O basquetebol modernamente tem se tornado um dos esportes coletivos mais praticados em todo mundo, tanto nos ambientes formais de ensino como nos não formais, este esporte chama a atenção devido aos seus aspectos de força e velocidade e devido a seus movimentos que englobam um amplo acervo de habilidades. São inúmeras as possibilidades que a prática do basquete pode oferecer ao sujeito praticante. Inseridas nessas possibilidades, as inteligências múltiplas se destacam desenvolvendo-se simultaneamente com as habilidades direcionadas a esta modalidade esportiva tendo em vista a relação entre os movimentos executados durante a partida, situações presenciadas em momentos da prática na iniciação e em jogos de alto rendimento as oito inteligências de Gardner trazem atreladas a si e ao esporte, valores sociais e individuais importantes para o desenvolvimento humano. Desta forma, a vocação deste ensaio é analisar teoricamente a possibilidade de utilização do basquetebol como meio para o desenvolvimento das inteligências múltiplas e valores atrelados ao esporte em sistemas formais e não formais de ensino. Esperamos que nossos posicionamentos sejam compartilhados, questionados ou enriquecidos.

PALAVRAS-CHAVE: Inteligências Múltiplas, Basquetebol, Valores.