11 - SELF PERCEPTION OF PHYSICAL EDUCATION STUDENTS OF BACHELOR FEFF - UFAM ON ACTIVITIES OF LOCOMOTION, HANDLING AND COMBINATION.

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INTRODUCTION

Chronologically is considered young adult person of 20 to 40 years (Papalia, Olds and Feldman, 2006), which are classified the study subjects and within this perspective your motor is equivalent to the 1st adulthood to Meinel (1984), time to peak . Therefore, a well defined body schema is of paramount importance for a degree in physical education, including field body in this context, knowledge body, laterality, spatial structure and temporal orientation, all as determinants for passage to action.

In the earlier ages now young adults, were building an entire motor repertoire, or its ontogeny of motor skills, which corresponds to the development of individual skills conditioning, coordination and readiness forms of human movement (Meinel, 1984). Motility for Rosa Neto (2002) is the interaction of various motor functions: perceptual-motor, neuromotor, psychomotor, etc. neuropsychomotor.

Many authors like Cratty (cited by Fonseca, 2008), associate precision motor as essential to the experience of intelligence, adding that even the satisfaction inherent in motor experience contributes greatly to the feeling of competence. The movement to Gallahue and Ozmun (2003) is the first facilitator of cognitive, affective, and motor development. But we must situate the perception, which will make all the difference for assimilation.

Zimerman (2001) putting the perception in the context of Psychoanalysis explains it as a record of concrete and sensory registry of meanings attributed to external objects. In the same vein Cash (2010) expressed as a process to build the things we perceive reality from fragments of information, organize process, analyze and provide meanings to various sensations with which we are bombarded daily.

For Corbin (1969), Gallahue cited by Guiselini (1985) the categories of movement are locomotion, manipulation and stabilization. The locomotion involves the projection of the body in space, changing its external location relative to fixed points of the surface (and Ozmun Gallahue, 2003). Define manipulation as motor patterns that allow contact with objects.

METHODOLOGY

As research, this it is a field approach, aiming to stimulate the perception of bachelor the 3rd period of Physical Education, Faculty of Physical Education and Physiotherapy, Universidade Federal do Amazonas (FEFF-UFAM). The teaching of the discipline process and Motor Learning proposed that they fulfilled concerning himself, scoring from 0 to 10, three blocks of activities: locomotion, manipulation and combination. It was referred to as How organized is your schema / how is your language / motor repertoire?

Items components of dimension locomotion: crawling; Reptar; Walking with variations; running endurance, speed, jump height and length, climb ladders, trees, down stairs, hill, tree, swimming crawl, backstroke, dolphin , classic chest; offset table (belly up), Scrolling vine; Displacement in suspension (holding hands and supporting the rest of the body); lie on the ground supine, prone, in bed; raise soil prone and supine, a bed; bearings to and fro, deadly forward and backward star.

Items components handling dimension: holding, writing, throwing, receiving, put the needle line, kicking, buttoning, unbuttoning, put / straps shoes / shoe, tie his shoes, we undo / ties, racket and table tennis court, rip , hit the target with his hand and feet, weaving.

Items components of size combination: Cut food with cutlery, Writing, throwing, receiving, kicking, dribbling with hands and feet, runs the ball throw, penalty charge of football and handball, volleyball touch, cut volleyball, discus throw, shot weight, javelin throw with past crusades.

The data were passed to and processed in Excel spreadsheet overall average by size and then separated by sex. We compared the mean for sex with student t test and calculated standard deviations.

RESULTS AND DISCUSSION

The results visualized schematically in the form of figures demonstrated:

Overall, the activities of locomotion obtained average 6.06, slightly above the average 5 and may provide feedback to all students in order to design more experiments the movement pattern of locomotion (Figure 1).

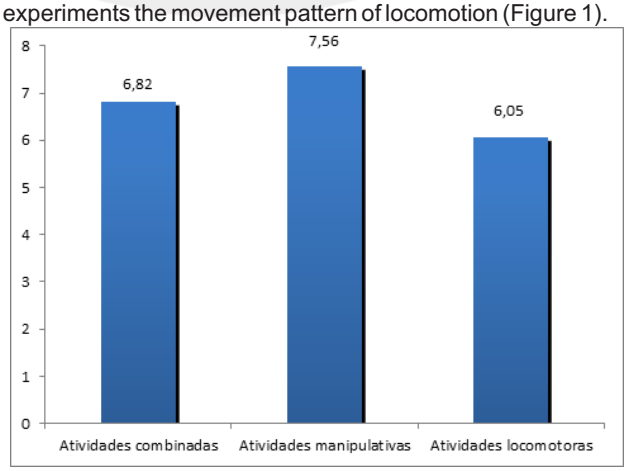


Figure 1 - Overall average

The perception of locomotion activities differs by gender when comparing the media, demonstrating that the male is superior in its results above the average. The female is below average 5, which requires each participant tries to get in closer contact with locomotion activities (Figure 2).

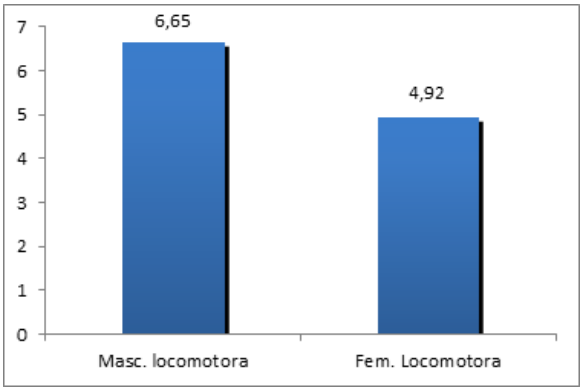


Figure 2 - Average locomotor activity

The found of manipulative activities already placed the female above the average, with 6.58, but still regular male shot with 8.1, more significantly, in a rating of good, going to great, with greater ease (Figure 3).

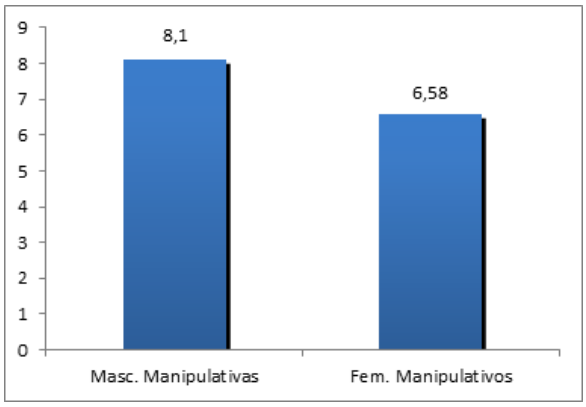


Figure 3 - Average handling activities

In activities involving the foregoing, the male keeps good grade of 7.48 needing improvement, and the female a little above the average with 5.60 needs a great application to achieve higher average levels.

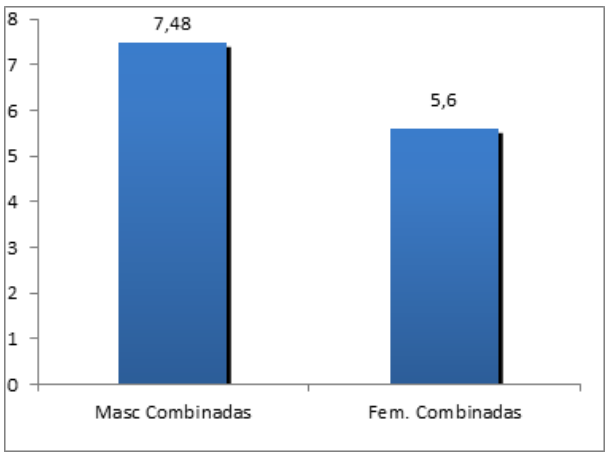


Figure 4 - Average combined activities

Although the results suggest a more developed sense of male, both genders need to improve their movement patterns.

CONCLUSIONS

We conclude that the higher prevalence in all skills were men. Although the predominant average is higher for men and lower in women the results were not significant with regard to academic physical education. It is hoped that through this research can reflect and improve their skills in relation to the results obtained by their perceptions.

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SELF PERCEPTION OF PHYSICAL EDUCATION STUDENTS OF BACHELOR FEFF - UFAM ON ACTIVITIES OF LOCOMOTION, HANDLING AND COMBINATION.

ABSTRACT

Aiming to encourage self-perceived baccalaureate the 3rd period of Physical Education, Faculty of Physical Education and Physiotherapy, Universidade Federal do Amazonas (FEFF-UFAM), the teaching of the discipline Process and Motor Learning proposed that they fulfilled concerning themselves, scoring from 0 to 10, three blocks of activities: locomotion, manipulation and combination. The subjects were 26 students, 17 male and 9 female, who answered individually at home and made the sum of points and the average of each of the 3 dimensions. Data were entered into an Excel spreadsheet and using the statistical program minitab being obtained medias overall and by sex. The results indicated that the overall averages were: 6.05 for locomotion, manipulation 7.56 and 6.82 combination. The averages were classified by sex for Locomotion: Male 6.65, with standard deviation 1.18, Female 4.92, standard deviation 1.09; Manipulation for: male 8.10 with standard deviation 1.05, female 6.58, and 0.98 standard deviation for Combination: Male 7.48 with standard deviation 1.07; Male 5.60 standard deviation 0.616. Comparing the averages with the Student t test, in all cases there are differences between the sexes. It is concluded that the abilities highlighted showed that females there is a need of improvement concerning the same media, on the other hand, the skills male need to add to what has already assimilated, suggesting that both must seek greater repertoire motor, even if it does not reach the stereotype dynamic driving, or mature stage of all items. Considering them as academics Physical Education, and that the ability of human movement is unlimited, their experience of movement should be further developed, as is the raw material of professional practice, which may facilitate or non-performance by the professional scope.

KEYWORDS - abilities, academic self perception of physical education, motor learning.

LA PERCEPTION BACCALAURÉAT ACADÉMIQUE DE L'ÉDUCATION PHYSIQUE FEFF - UFAM SUR LES ACTIVITÉS DE LOCOMOTION, MANIPULATION ET COMBINAISON

RÉSUMÉ

Visant à encouragerl'auto-évaluation de la 3e périodebaccalauréatenéducationphysique, Faculté d'éducationphysique et de physiothérapie, Universidade Federal do Amazonas (FEFF-UFAM), l'enseignement de la discipline et de processus d'apprentissagemoteurproposéqu'ellesremplissaienteux-mêmesencequi concerne, enmarquant de 0 à 10, troisblocs d'activités: lalocomotion, lamanipulation et lacombinaison. Lessujetsétaient 26 étudiants, dont 17 hommeset 9 femmes, quiontréponduindividuellement à lamaison et fait lasommedes points et lamoyenne de chacunedes 3 dimensions. Lesdonnéesontétésaisiesdans une feuille de calcul Excel etenutilisantleprogrammestatistique Minitab est obtenu médias, globalement et par sexe. Les résultatsontindiquéque les moyennesglobalesétaient: 6,05 pour la locomotion, manipulation 7,56 et 6,82 combinaison. Les moyennesontétéclassés par sexe pour Locomotion: Homme 6,65, avec un écart type 1,18, Femme 4,92, écart-type 1,09; Manipulation pour: mâle 8,10 avec un écart type de 1,05, femelle 6,58, et 0,98 écart-type pour la combinaison: Homme 7,48 avec un écart type 1,07 ; Homme 5,60 écart-type 0,616. En comparant les moyennes par le test t de Student, danstous les casilexiste des différences entre les sexes. Il est conclu que lescompétencesmisesenévidence a montré que lesfemellesilyaunbesoin d'améliorationconcernantlesmêmes médias, d'autrepart, lescompétencesmasculinesbesoin d'ajouter à cequi a déjà assimilé, cequisuggère que lesdeuxdoiventcherchermoteurplusgrandrépertoire, même si elle n'atteintpaslestéréotype de conduitedynamique, ou lestade de maturité de touslesarticles. Lesconsidérantcommel'éducationphysiqueuniversitaires, et que lacapacitédumouvementhumain est illimité, leurexpériencedumouvementdevraientêtredéveloppésdavantage, commelamatière première de la pratique professionnelle, cequipeutfaciliter ou non-exécution par lechampprofessionnel.

MOTS-CLÉS: compétences, académiquesauto-évaluation de l'éducationphysique, l'apprentissagemoteur.

AUTOPERCEPCIÓN DE ESTUDIANTES DE EDUCACIÓN FÍSICA DE BACHILLERATO FEFF - UFAM SOBRE LAS ACTIVIDADES DE LOCOMOTION, MANIPULACIÓN Y COMBINACIÓN

RESUMEN

Con el objetivo de fomentar la percepción subjetiva de bacharelandos del periodo 3 º de Educación Física de la Facultad de Educación Física y Fisioterapia, Universidade Federal do Amazonas (FEFF-UFAM), la instructora de la disciplina y el proceso de aprendizaje motor propuesto que cumplieran sobre sí mismos, con puntuaciones de 0 a 10, tres bloques de actividades: locomoción, manipulación y combinación. Los sujetos fueron 26 estudiantes, 17hombres y 9 mujeres , que respondió de forma individual en casa e hizo que la suma de los puntos y la media de cada una de las 3 dimensiones. Los datos se introdujeron en una hoja de cálculo Excel y utilizando el programa estadístico Minitab obteniéndose medias en general y por sexo. Los resultados indicaron que los promedios generales fueron: 6,05 para la locomoción, 7,56 para la manipulación y6,82 para combinación. Los promedios fueron clasificados por sexo para Locomotion: Masculino 6,65, con una desviación estándar de 1,18, Mujer 4,92, desviación estándar 1,09; Manipulación: Hombre 8,10 con una desviación estándar de 1,05, 6,58y la desviación estándar femenino 0,98, para la combinación: Masculino 7,48 con una desviación estándar de 1,07; 5,60 Masculino desviación estándar 0,616. Al comparar las medias con la prueba t de Student, en todos los casos hay diferencias entre los sexos. Se concluye que las habilidades resaltados mostró que las mujeres existe una necesidad de mejora en relación con los mismos medios de comunicación, por otra parte, las habilidades masculinas que añadir a lo que ya ha asimilado, lo que sugiere que ambos deben buscar un mayor repertorio motor, incluso si no llega a la conducción estereotipo dinámico, o etapa de madurez de todos los elementos. Teniendo en cuenta los académicos como Educación Física, y que la capacidad de movimiento humano es ilimitado, su experiencia del movimiento debe desarrollarse aún más, como es la materia prima de la práctica profesional, lo que puede facilitar o incumplimiento por el ámbito profesional.

PALABRAS CLAVE: habilidades, auto percepción académicos de la educación física, aprendizaje motor.

AUTOPERCEPÇÃO DE ACADÊMICOS DE EDUCAÇÃO FÍSICA DO BACHARELADO FEFF - UFAM SOBRE ATIVIDADES DE LOCOMOÇÃO, MANIPULAÇÃO E COMBINAÇÃO

RESUMO

Objetivando estimular a autopercepção de bacharelandos do 3º período de Educação Física da Faculdade de Educação Física e Fisioterapia da Universidade Federal do Amazonas (FEFF-UFAM), a docente da disciplina Processo e Aprendizagem Motora propôs que os mesmos preenchessem referentes a si mesmos, pontuando de 0 a 10, três blocos de atividades: locomoção, manipulação e combinação. Foram sujeitos 26 acadêmicos, 17 masculino e 9 feminino, os quais responderam individualmente em casa e fizeram o somatório de pontos e a média de cada uma das 3 dimensões. Os dados foram lançados em planilha Excel e utilizando o programa estatístico minitab, sendo obtidasmedias geral e por sexo. Os resultados indicaram que as médias gerais foram: para locomoção 6,05, manipulação 7,56 e combinação 6,82. As médias classificadas por sexo foram para Locomoção:Masculino 6,65, com desvio padrão 1,18; Feminino 4,92, desvio padrão1,09; para Manipulação: masculino 8,10 com desvio padrão 1,05; Feminino 6,58, desvio padrão 0,98 epara Combinação: Masculino 7,48 com desvio padrão 1,07; Feminino 5,60 desvio padrão 0,616. Comparando as medias com o teste t-student, em todos os casos há diferenças entre os sexos. Conclui-se que das habilidades destacadas, mostrou que do sexo feminino há a necessidade da melhora da mesma referente a media, por outro lado, as habilidades do sexo masculino precisa acrescentar ao que já tem assimilado, sugerindo que ambos devam buscar maior repertorio motor, mesmo que não chegue o estereótipo dinâmico motriz, ou estágio maduro de todas os itens. Considerando-os como acadêmicos de Educação Física, e que a capacidade de movimento humano é ilimitada, sua experiência de movimento deve ser mais desenvolvida, pois é a matéria prima do exercício profissional, o que poderá facilitar ou não seu desempenho junto ao âmbito profissional.

PALAVRAS CHAVE: Habilidades, autopercepção de acadêmicos de Educação Física, aprendizagem motora.