67 - PLAYFUL ACTIVITIES AS A MOTIVATIONAL FACTOR IN JUDO CLASSES TO CHILDREN

FABIO GOMES DOS SANTOS; INGRID FERREIRA FONSECA
Universidade Gama Filho
Rio de Janeiro, Brazil
fabiogomesugf@gmail.com

Introduction

A lot of parents search for a physical activity inside schools, clubs and gym academies trying to find a way to fill in their children's spare time, besides preparing them for coping with the difficulties found in our individualistic and competitive society. Because judo is a kind of fighting match which gathers competitiveness and a philosophy based on respect for one's fellow man, it comes as one among several options.

In this sport, during the apprenticeship phase a great deal of attention is required for the execution of its techniques, what turns out to be upsetting at times, due to the exhaustive repetition of movements. Because judo is a fighting match, both the 'ukemis', which are cushioning techniques, as well as the striking of blows are tiring and often lead to a certain lack of motivation within students, making the training boring to the children.

Another factor which contributes to the lack of interest is, in some cases, the search for discipline rooted in the oriental culture which rules judo, this accounts for children becoming shy and even frightened by the customs and traditions of this sport.

In this context, we note a greater concern from the part of the judo instructors[1] regarding the children who are at the beginning of practice. According to Virgílio (1986, pg. 69) "*Between 6 and 10 years old children should receive very special training, based on recreation, with no imposition of any forms or techniques*". The majority of children who begin practicing judo are in the second infancy (7 to 10 years old), then, as warns Franchini (2001, pg.134): "*that the activities ministered in this phase shall be adapted to their bio-psychosocial conditions*".

With the intention to increase the attraction power of judo classes over children, many instructors include playful activities in their working methodology, in general, as a motivational and teaching tool for the classes. But, we are aware that there are instructors that still use pre-molded classes, transferring their knowledge to the children as if they were developing activities with adults and just 'repeating the movements'.

Therefore, the purpose of this study is to identify the possibility of the use of playful activities by judo instructors in their classes for beginners between 6 and 10 years old and also to identify which fundamentals they could depend for such use.

Methodology

It comprises a qualitative research of explanatory characteristic (Gil, 1995) whose sampling was a group of 45 judo instructors from schools and teaching institutions, social projects, judo academies, clubs and gym academies in different neighborhoods in Rio de Janeiro. A 20-question questionnaire comprising both open and multiple-choice questions, examining professional qualification, connection to judo and teaching methods (Moura, Ferreira and Paine, 1998) has been used as instrument of research.

In order to analyze the data, we produced graphics for the multiple-choice and the direct and objective questions. Concerning the open questions, the answers were compared through charts, identifying four ideas related to the use of playful activities as a motivational means: apprenticeship, discipline, socialization and warming up, generating, this way, the creation of four categories of analysis. (*ibid.)*.

Literature revision:

Playful Education and Infantile Development

The playful activity has the power to involve and fascinate all of those who have the opportunity to enjoy it, making them freer to think and act. We may think of it as the realization of feelings such as: gladness, pleasure or happiness and as a stimulating way of human creativity, materialized, also, through games and children's play. It enables children the capacity to develop their own world, living an 'in-and-out' between reality and fantasy. (Duvignaud, 1997).

Playful activities have an influence on infantile development, because it is one of the moments when children learn to act for themselves or in small groups, depending on their motivation and also on the incentives generated by those who are motivating them.

According to the authors Macedo, Petty and Passos (2005, pg.13): "*Playing is essential to our development. It is the main activity for children when they are not dedicated to their surviving necessities - resting, feeding, etc.*". The infantile development depends on playing. Souza (1996) states that, when playing children discover, experiment, learn, create, confer abilities. It also works as a motivation element, stimulating curiosity, self-confidence and autonomy, allowing for the development of language, thinking, concentration and attention.

The playful activity translates what is real into infantile reality. It helps apprenticeship, reducing the impotency feeling of children. Still following Souza (1996), we notice that when children are playing their intelligence and their sensibility are under development. The quality of opportunities offered to children, through children's play and toys, guarantees that their potentialities and their affection harmonize.

Playfulness, so important to the emotional, intellectual and physical health of the human being, is an experience that deserves attention from the educators, because it is the space for the truest expression of the being, and what is more, enables the practice for the affective relation to the world, with things and people. **Playful activities and motivation in judo classes**

Motivation is an active process that depends on the interaction between two personal factors, the so called intrinsic ones and the environmental ones, known as extrinsic. The intrinsic factors are usually of personal order, interacting with emotions, searching for self-achievement and pleasure. On the other hand, the extrinsic factors are most of the times related to social-cultural matters whose necessity is to search endlessly for approval and social recognition.

In relation to sports, no matter if they are participative, educational or competitive (Tubino, 1991), if the child is unmotivated or has a low motivational level - due to any of the intrinsic or extrinsic factors, will lose interest or even dislike the classes and might abandon sports practice. According to Rizzo Pinto (1997, pg. 336) "*there is no learning without intellectual activity and without pleasure*", therefore we identify that the motivation, through playful activities in judo classes, appears as a strategy aiding the teaching-apprenticeship process.

We recognize that the repetition of techniques and movements is essential to the apprenticeship of judo, but it is necessary to be attentive because "*in precocious specialization, the same movement is repeated more and more and still immature*

structures cannot stand this training" (Baptista, 2000, pg. 90). This way, it is necessary that the monotony of repetition be reduced, maybe with a longer gap between the repetitive actions and the inclusion of playful activities.

According to Miranda (2004), what it is commonly observed in Judo is the precocious stimulation of movement or gestures and that this situation does not necessarily adapts to children's reality. Most times they prefer to abandon the sport early, in their teens, because they are already fed up with the activity due to the great overload of training and information, directly or indirectly, without bringing them any pleasure or giving them motivation to carry on with the classes.

The boredom, many times caused by the same answers over and over, is a harmful factor to apprenticeship. It is essential to prioritize the interchange between the learning of some technical fundamental and the performance of playful activities, contributing to improve the method and results of the apprenticeship (Lima, 2003).

When the instructor accepts the proposal to interchange technical and playful activities he will, many times, find himself working with playful activities as a bonus for the good performance of the technical fundamentals, interchanging the interests of the students with the ones of the tutor, this way the group will feel more motivated by the activities to be performed.

Judo, being a fighting match, brings unlimited adaptations of activities with the idea of rules, technical and tactical training to the playful activities coherent to the sports reality, assisting the motivation as well as the apprenticeship of its practice.

Analysis of the questionnaires:

As we analyzed all the answers to the questionnaires we identified that most people in the group (45%) are between 18 and 25 years old, we confirmed that the amount of youngsters who work as judo instructors is large, and the group is almost equally divided between athletes and former athletes.

Regarding the technical and specific background for judo, only 6 are brown belt while 39 are black belt, what shows that the group surveyed has a high instruction level in judo.

Concerning the theoretical-practical comprehensiveness, 18 instructors are doing undergraduate studies and most of them are majoring in Physical Education (15 people). Another group has already gotten the "CREF[4] course" (13 people), and other 13 have a degree in Physical Education. It is relevant to remark that the judo instructors, apart from having the black belt graduation are also seeking for theoretical-practical enhancement in the physical education area. This is mainly due to the legalization of the occupation - that now demands that the professional must have a college degree in the sports area or a course at the official State Body to be entitled to work as an instructor, but also to the research development in the area of physical education, sports and leisure itself.

Another important point to be mentioned is that the majority of the interviewees have began their career as judo instructors teaching children and the period of time spent in this phase ranges from 6 to 10 years. Correlating the age group of instructors with the length of time dedicated to the sport as instructors, we tend to suspect that a lot of what they have taught or are teaching, it is specially grounded in the knowledge acquired from those who had taught them judo.

Most instructors have mentioned that the "School / Educational Institution" is the place where they work most of the time. It is interesting to mention that, in the general summation, the practice with the intention of participation and education (Tubino,1991) has appeared more times, however, most instructors have shown to be worried with the competitive sport, what makes us wonder about the fact that many of them are still 'caught' in the traditional instruction.

The data shows indiscipline as the main factor in parents option when enrolling their children in judo classes and also shows the great difficulty faced by instructors in giving classes to children between 6 and 10 years old. Consequently, both parents and instructors suggest 'discipline' as the main positive aspect in the learning of judo, aiming to make use of the oriental philosophies which yearn for the concentration and attention of the children.

In this context, it is important to notice that the data reveal that parents are still the greatest handicap in giving judo classes to children; parents very often demand for results and do not understand when they see their children developing playful activities during class. This is a factor that, according to instructors, limits the utilization of playful activities

Thinking more deeply on this matter, we learn that children between the age of 6 and 10 are living, according to Piaget (1975), a transition from their ideas - mainly in the field of symbolism - and the rules, having difficulties in following social norms and socializing. In this context, this type of speech is noticed both from the part of parents as well as instructors. This subject is already very much discussed in the ambience of sports initiation, and it is often mentioned in several works related mainly to sports psychology, such as: Deliberador (1996).

Education State Body), state Body responsible for the registration and identification of all Physical Education professionals who are legally entitled to the occupation. CREF offers a course for Judo athletes, giving them full power to work as Judo Instructors.

The data analysis shows that many instructors make use of "repetition of blows" to introduce new techniques during class, but, in the general summation, "playful activities" together with "symbolism" exceed these repetitions, what proves that the concern of instructors to playfully motivate these children is the main way to enrich apprenticeship. Although they do not admit it clearly, instructors still make the option to develop their classes under the light of competitive sport, even though they show in their speech the importance of the use of methods which aim at the group "participation" and "education".

Despite the competitive character, more than half of judo instructors (56%) always use playful activities in their classes, what makes it evident, as said before, that they somehow worry about inserting this sort of activity in their classes. However, the amount of time dedicated to it varies: the average time of a judo class is approximately 63 minutes and 23 minutes are dedicated to playful activities. As one can see, a great deal of these activities is often associated to the warming up period.

As it was shown in the beginning of this paper, the motivational idea that permeates the use of playful activities in judo classes has been confirmed, since 55% of the informing instructors indicate that this is the reason why they use them. The children's play and games are used with the purpose to 'motivate' the group, making the learning more pleasant to the children. Nevertheless, the idea of motivation is associated with other concepts revealed in the study and with our categories of analysis: socialization, warming up, apprenticeship and discipline.

The disciplinary issue appears in their speeches with the meaning of 'keeping control' and following the doctrine and philosophy of judo. Socialization is a term used with the idea of union of the group that learns judo, besides presenting ideas in a way that they are inserted and accepted by the group, but it also contains the meaning of having fun. The fact of using playful activities also comprises their use in the context of the warming up. Instead of the activities known as of repetition, playful activities appear as a way through which children feel at home, doing something that it is part of their state of being children: play. The fourth category indicated is the matter of apprenticeship, which appears with great distinction. The meanings are to teach the techniques of judo and the philosophy of sport. It is interesting to think that, relating to a group of instructors who work most of the time in schools, apprenticeship is an element that needs to be given prestige. Specially because there is already in the imaginary of a fighting match its association with positive feelings such as: fraternity, friendship and healthy dispute.

It should be remarked that there are other ideas associated with the use of playful activities by the instructor, among them: exploration of the world, joy and curiosity. In this context, we would like to remember Santin's (1996) words saying that a great

part of researchers in Physical Education believe in the symbolizing capacity through playful manifestations, giving a great contribution to children's development and learning.

Exploring other possibilities of using playful activities in judo classes, we find in the answers the search for other resources that may enhance and make dynamic the children's apprenticeship. The option for a "friendly tournament", besides being the most constantly mentioned, it also appears as the "most used". This being the case, it is explicit the instructors' necessity to go for a resource of competitive character, aiming at the idea that all of them were or still are athletes, and tend to the competitive practice, but with doses of playful experience that can be practiced in these festive moments. As an example, we would like to mention the 'Infantile Festival of Judo' which was organized by the 'Judo Federation of the State of Rio de Janeiro', whose purpose is the preoccupation with apprentices that valorize a friendly competition, showing concern to motivate these children to practice judo with a participative character and rules adapted to their age, having the playful experience as a fundamental axle.

Final Considerations

With this study, we have been able to ratify that the judo instructors from some neighborhoods in Rio de Janeiro have been using playful activities as a way to motivate children between 6 and 10 years old, who are apprentices of the sport. Therefore, we can also confirm that the experience in the sport, either as an athlete or as a former athlete, is still determining in the reports on their pedagogical practices. The professional background in the college circuit or in courses offered by the official Body of physical education cannot displace the practical experience.

Even so, in this universe of instructors, there are those who - influenced either by the academic background or by the daily necessities, are more and more worried about the increasing specification of the infantile training, searching work alternatives for this age group, desiring not only production and accomplishment of results, but also the pleasure to know and experience a fighting match. Making use of playful activities, of what Passos (1997) calls the "instrumental" character, considering that they themselves command and choose the theme, searching always to facilitate the sports initiation and reporting only to the apprenticeship of the contents desired by the instructor.

Actually, the instructors use the playful activities in order to speed the motivation of their apprentices, making the classes more agreeable. However, what we missed in their speeches was the possibility to go beyond the thought around playing and playing for learning, but identify them as a human expression, revealing essential values and feelings such as: imagination, creativity and happiness to enjoy the moment. According to Macedo, Petty and Passos (2005, pg. 16): "*valorizing playful activities in the apprenticeship processes means, among other things, considering it from the perspective of children. Only what is playful makes sense to children*".

The instructor is the key to this process and it should be considered an essential piece. The greater and richer their professional and life histories, the greater their possibilities to develop significant and consistent educational practices. On this subject, Nóvoa (1995, pg. 67) states that *"it is not possible to build a pedagogical knowledge beyond the instructors, that is, one that ignores the professional and personal dimensions of the academic work*". Not premising that the instructors be the only responsible for the students' motivation or non-motivation, but their action as a person and a professional is of major importance, specially in the case of judo, that when forming as a sports activity, involves many factors such as, for instance: the rescue and preservation of children's self-esteem.

Finally, education cannot be limited to transferring information or showing just one way - the one that the instructor considers to be the correct one, but yet, it is helping the person to become conscious of oneself, of others and of society.

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Fabio Gomes do Santos
Address: Rua Bezerra de Menezes n° 73- apt° 305- Vaz Lobo
Rio de Janeiro. Cep: 21361-000.
Phone number: (021) 2489-2385
E-mail: fabiogomesugf@gmail.com

PLAYFUL ACTIVITIES AS A MOTIVATIONAL FACTOR IN JUDO CLASSES TO CHILDREN

During the apprenticeship phase of judo a great deal of attention is required for the execution of its techniques, what turns out to be upsetting at times due to the exhaustive repetition of movements. Because judo is a fighting match, both the "Ukemis", which are cushioning techniques, as well as the striking of blows are tiring and often lead to a certain lack of motivation within students. This being the case, a solution to make classes more attractive is the use of playful activities. Therefore, the purpose of this study is to verify the possibility of the use of playful class activities by judo instructors and in which fundamentals they could depend for such use. In order to achieve the results, a 20-question questionnaire comprising both open and multiple-choice questions was

prepared and sent to 45 judo instructors in several locations in the city of Rio de Janeiro. Graphics have been produced aiming at the analysis of the data generated by both the multiple-choice and the direct and objective questions. Concerning the open questions, the answers were compared through charts, identifying four ideas related to the use of playful activities as a motivational means: apprenticeship, discipline, socialization and warming up, generating, this way, the creation of four categories of analysis (Moura, Ferreira and Paine, 1998). The conclusion showed that most instructors make use of playful activities in their classes, making it easier for the learning of judo, concentrating them on the warming up. The utilization focus is linked to the idea of motivating the classes, making it easier to learn, fortifying the socialization of the children and, to a certain extent, increasing the pleasure of being in class following the discipline imposed by the practice. Nevertheless, when justifying the use of playful activities, the instructors base themselves more strongly on their experience acquired in the area of sports, either as athletes or former athletes, than on their academic background as demanded by the Physical Education State Body 'Conselho Regional de Educação Física'.

Key Words: playful activities, judo, training.

LE LUDIQUE COMME FACTEUR DE MOTIVATION DANS LES COURS DE JUDO INFANTILE

Pendant la phase d'apprentissage du judo, on exige beaucoup d'attention pour l'exécution des ses techniques et cela devient parfois ennuyeux à cause des répétitions épuisantes des mouvements. S'agissant d'un type de lutte, aussi bien les "Ukemis", qui sont les techniques d'amortissement, que la réalisation des coups fatiguent les élèves et provoquent souvent une absence du motivation. L'utilisation d'activités ludiques est donc une solution qui rend les cours plus attractifs. Ainsi, l'objectif de cette étude est de vérifier l'hypothèse de l'utilisation des activités ludiques par les professeurs pendant leurs cours et les principes qui sont à la base de cette pratique. Pour obtenir les résultats, nous avons élaboré un questionnaire, composé de 20 questions ouvertes et à choix multiple, qui a été adressé à 45 professeurs de judo de plusieurs quartiers de la ville de Rio de Janeiro. En objectivant l'analyse des données, nous avons élaboré des graphiques se rapportant aux questions à choix multiple et aux questions avec des réponses directes et objectives. En ce qui concerne les questions ouvertes, nous avons comparé les réponses à travers des tableaux, en identifiant quatre idées liées à l'utilisation des activités ludiques comme source de motivation: l'apprentissage, la discipline, la socialisation et l'échauffement, qui ont produit la construction de quatre catégories d'analyse (Moura, Ferreira et Paine, 1998). Nous avons conclu que la plupart des professeurs utilisent les activités ludiques pendant leurs cours, surtout pendant la période d'échauffement. La signification de cette utilisation est liée à l'idée de motivation dans les cours, en facilitant l'apprentissage du judo et la socialisation des enfants et en augmentant leur plaisir d'être dans la salle et de respecter la discipline imposée par la pratique. Néanmoins, en justifiant l'utilisation des activités ludiques, les professeurs se basent plus fortement sur leurs expériences vécues dans le domaine sportif - soit comme athlète, soit comme ex-athlète - que sur leur formation académique exigée par le Conseil Régional d'Education Physique.

Mots-clés : ludique, judo, entraînement

EL FACTOR LÚDICO COMO MOTIVADOR EN LAS AULAS DE JUDO

En la introducción al enseñamiento del judo se hace necesario prender mucho la atención del alumno para las técnicas de ejecución de algunos movimientos que, por repetitivos y monótonos, se pueden hacer tediosos. Por tratarse de una lucha, tanto los "Ukemis", que son las técnicas de amortecimiento, como la realización de los golpes, producen cansancio y, no raro, des-encorajan el alumno. Visto de esta manera: una solución para tornar las aulas más atrayentes sería incorporar actividades lúdicas.Por lo tanto, la propuesta de este estudio es verificar la hipótesis de la utilización, por los profesores de judo, de actividades lúdicas durante sus clases y que fundamentos podrían servir de apoyo para su aplicación. Para la obtención de estos resultados fue elaborado un cuestionario con 20 preguntas abiertas y de opción múltiple, que fue enviado para 45 profesores de judo de diversas localidades del municipio de Rio de Janeiro. Para un mejor análisis de las informaciones, se crearon gráficos inherentes a las cuestiones de opción múltiple y a las cuestiones con respuestas directas y objetivas. En lo que atañe a las interrogaciones abiertas, se compararon las respuestas a través de tablas referenciales, identificando las cuatro ideas que se relacionan con el uso de la ludicidad de los juegos infantiles como vehículos de motivación: aprovechamiento, disciplina, socialización y caldeamiento; propiciando así, cuatro categorías de análisis (Moura, Ferreira y Paine, 1998). Concluyese que la mayoría de los profesores utiliza actividades lúdico-recreativas en las clases y entrenamiento infantil de judo, dando atención especial al momento del caldeamiento del cuerpo. El enfoque de utilización está vinculado a la idea de motivar para las aulas, facilitar su aprovechamiento e, concomitantemente incentivar la socialización de los niños. De cierta manera, es ampliar el placer de estar en una sala de judo, mismo siguiendo la disciplina impuesta por la práctica. No en tanto, al justificar el uso de actividades lúdicas, los profesores afirman sus bases en su experiencia vivida en el área del deporte, quiere esta sea como atleta o ex atleta, más de lo que en su formación académica exigida por el Conselho Regional de Educação Física (Consejo Regional de Educación Física).

Palabras-llaves: lúdico, judo, entrenamiento.

O LÚDICO COMO FATOR MOTIVACIONAL NAS AULAS DE JUDÔ INFANTIL

No judô, durante a sua fase de aprendizagem, exige-se muita atenção na execução de suas técnicas o que resulta aborrecedor em alguns momentos devido às repetições exaustivas de movimentos. Por se tratar de uma luta, tanto os "Ukemis", que são as técnicas de amortecimento, quanto a realização dos golpes, são cansativos e causam freqüentemente uma falta de motivação junto aos alunos. Assim sendo, uma solução para tornar as aulas mais atrativas seria a utilização de atividades lúdicas. Portanto, o objetivo deste estudo é verificar a hipótese da utilização pelos professores de judô de atividades lúdicas durante suas aulas e em quais fundamentos eles se apoiariam para tal uso. Para a obtenção dos resultados, elaborou-se um questionário com 20 perguntas, abertas e de múltipla escolha, remetido para 45 professores de judô de diversas localidades do município do Rio de Janeiro. Objetivando a análise dos dados, produziram-se gráficos relativos às questões de múltipla escolha e às questões com respostas diretas e objetivas. No que tange às questões abertas, compararam-se as respostas através de tabelas, identificando quatro idéias relacionadas ao uso das atividades lúdicas como meio motivacional: aprendizagem, disciplina, socialização e aquecimento, gerando assim a construção de quatro categorias de análise (Moura, Ferreira e Paine, 1998). Concluiu-se que a maioria dos professores utiliza as atividades lúdicas durante suas aulas, concentrando-se no período de aquecimento. O enfoque de utilização está vinculado à idéia de motivação das aulas, facilitando a aprendizagem do judô, corroborando a socialização das crianças e, de certa forma, ampliando seu prazer em estar nas aulas seguindo a disciplina imposta pela prática. Contudo, ao justificar a utilização das atividades lúdicas, os mestres se baseiam mais fortemente em sua experiência vivida na área do esporte, quer seja como atleta ou ex-atleta, do que em sua formação acadêmica exigida pelo Conselho Regional de Educação Física.

Palavras-Chave: lúdico, judô, treinamento.