73 - METHODOLOGICAL DIFFERENCES OF TEACHING OF SPORT SAILING AND WIND ELEMENT, FOR CHILDREN FROM 7 TO 11 YEARS

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INTRODUCTION

The sailing sport has as main feature the use of the driving force of the wind, which produces energy on the boat and results in its offset. The knowledge of wind and its ability to produce force on the boat to sail is the focal point for the basic understanding of the learning of this sport. Fernandes (2006), in his study on the application of the methodology of physical education in sports sailing, describes a demonstration of the action of wind on the sail surface where it uses a sheet of paper representing the sail of the boat. This experience makes it more recognizable, the look of the student, the action of wind on the sail. This technique, developed in this course, sailing offers conditions for children from 7 to 11 years can better identify the element of nature that is abstract and invisible to the human eye. It is believed to be essential that the teaching methodology of this sport prioritize the teaching of the wind element suit, seeking his teaching to student.

Sailing schools, historically, were created by sportsmen, and their methodologies were based on technical knowledge of these athletes. With this, the form of teaching is supported in the development of teaching methods of mechanical movement and watertight knowledge exposed by sportsman. Unlike this reality, we have the physical education teacher who owns the knowledge not only of this sport, but also the didactic and methodological needed for a teacher, a factor that can enable differentiated work in sports teaching and methodological modernization.

This way this research sought to observe the teaching methodologies of sailing sport in relation to the teaching of wind, for children from seven to eleven years, made by three teachers with academic experiences and different sports education, aiming to answer what is the difference between the methodologies applied by sportsmen and by physical education teacher and what is the most effective?

Was performed, in this work, a qualitative research to meet the needs of research for the master's degree in education, Organization and evaluation for the teaching of University Trás-os-Montes e Alto Douro - UTAD. This research has promoted a series of pedagogical relationships between evaluation and teaching methodologies developed by 3 teachers, responsible for groups of 10 students within the age group proposal.

THE SAILING SPORT AND THE TRANSMISSION OF THEIR KNOWLEDGE

Browse boats allowed arise a new means of transport of people and cargo. For many centuries the majestic sailing vessels sailed seas and caused the formation of browsers on all continents. Since then, the teaching of this function was passed by experienced browsers to his followers. Currently the function of teaching the use of the sailing boat and the action that the wind has on it, is performed by, in many cases, sailors without knowledge of techniques and educational theories, in parallel to this situation, the performance of sailors who are trained in physical education, i.e. teachers aware of educational theories and techniques.

The recognition of the wind and his performance on the surface of the sail is a difficulty that those wishing to learn this sport, are on their first contact with the theory and practice required for learning sailing boat handling. According to Bourdeaux (1967, p. 9), to draw up the question: "cómo y por qué El avanza?", that is, why and how the ship navigates? Around the world will respond by saying that the reason is that the wind pushes the boat. Even today, when we made this question prepared by Bourdeaux, has the same response, and was so very ancient craft used in the wind.

Nowadays, the physical education profession regulates all physical activities is required the action of a professional. Teaching safe sailing sport generates a need almost obligatory learning with the help of a teacher. Currently there are a wide variety of types of boats and sailing surfboards and these are used in the seas, rivers, lakes, lagoons and bays of the world. These boats and their equipment need education so that there is appropriate and safe use of this means of transport. Was due to this fact that arose the sailing schools and their teaching methodologies, which generated the way it operates in the process of teaching/learning for the instruction of the element of nature, wind, and their actions on the sailing boat.

As said Paulo Freire, (2010, p. 22) "the practice of sailing places the need for knowledge wrote as the boat's domain, of the parties which compose it and of the role of each one of them, as knowledge of winds, of his strength, his direction, the winds and sails, the position of the sails, the role of the engine and the combination of engine and sails. In practice of sailing to confirm, change or extend these knowledge ".

Several books and materials emerged and intend to teach the practice sailing sports. Even if many work the wind factor into their lines, they do so technical and targeted for beginners or experienced sailors, as for example, the excellent book "Sailing from 8 to 80", recognized by the Brazilian writer Geraldo Luiz Miranda de Barros (2005), where it developed a large amount of excellent basic information about the wind, since as it is said by him: "as soon as you become a better sailor-sailboat will want to know more about how wind works, but at this stage, here are just a few facts you need to know" (BARROS, 2005, p. 53, emphasis added). In this book, the author describes some factors of wind, but does so with the goal of reaching a broad audience of readers and this fact ultimately generate a didactic inadequate when it aims to teach children with age between seven to eleven years.

As was seen sailing boat, uses the driving force of the wind, which is responsible for the energy generated and thus results in navigate the boat. It is clear then that it is extremely important that the teaching methodology of sport sailing will develop the process of teaching/learning of element of nature, wind and its action on the boat and its sail.

This way it is considered that the implementation of a pedagogical progression well outlined and developed, can be of great importance in the process of teaching/learning of children, mostly between the ages of 7 to 11 years, aiming to convey greater understanding of this element of nature, called: wind.

THE WIND OF TEACHING/LEARNING OF CHILDREN FROM 7 TO 11 YEARS

The abstract aspect of wind is for children under the age of 10 or 11 years, a barrier that generates a great difficulty in learning and in this way, your approach is a didactic and methodological challenge for teachers of this sport. According to Piaget (1995) the empirical abstraction when is approached the teaching of arithmetic-logical relations, is designated as the that relies on physical objects or material aspects of its action; for example: shoving among others, and note also, that although the basic abstraction could not be made up of pure "readings", thanks to the fact that, to abstract from an object, whatever it is, or its properties, it is necessary to use initially instruments of assimilation from sensory-conceptual schemes or engines, not provided by this object and Yes built previously by the subject. But these schemes, even when extremely needed on an experimental basis for abstraction addressed, do not refer to schemas, and Yes, aims to reach the information that comes from the outside, i.e. visa content in which the schemes restricted to focus on ways that admit the assimilation of content.

For Piaget, second Dolle (1978, p. 55), "the structure of concrete groupings knows a preparation phase until about 7 years and a stage of completion between 7 and 11 years". This way students now searched part of the piagetiano grouping of concrete operations. According to Dolle (1978) on concrete operations, when speaking of real concrete, i.e. formal operations, which are capable of operating on assumptions, are dependent on the concrete and visible. According to these vision children within the age range search, found in grouping individual operations which determines a difficulty with the tract from the abstract, as the wind.

According to Vygotsky, Freitas (2003), scientific concepts applied in school, constitute a real action and complex thought, which cannot be taught through training and Yes by the work of the mental development of the child when it already has reached the necessary level, i.e. the development of functions like: abstraction, deliberate attention, logical memory, ability to compare and make differentiation. Vygotsky says Freitas (2003), considers that these concepts are learned mechanically, and yes by evolution, aided by a strong mental activity of the child.

This way, it is crucial to make the observation method and didactic material, in addition to the forms of approach of fundamental items for training students ' cognitive and Objectifying the assimilation of the proposal.

TEACHING METHODS, CURRICULUM AND LEARNING

Education has its teaching process characterized by the action of teacher and student's proposals and activities performed by them, which allows, through this interaction teacher/student and by targeted studies, a progressive learning and the development of student's mental capacities. The targeting of this process has its wise determination at work I still planned, and in accordance with the objectives, contents, methods and educational organizations.

As stated in Libâneo (1994, p. 149) "methods are determined by the relationship goal-content, and refer to the methods for achieving specific and general objectives of education", i.e. how the educational process within the actions taken by teachers and students, aims to reach the goal and content of teaching proposed.

Piaget (1988) when talking about the educational transmission and balance, considers that the above factors of maturity and experience, the acquisition of knowledge depends on educational or social transmission. This transmission is only commendable with the implementation of a planning, setting goals, preparation of lessons and appropriate content, the methodology or aspects that involve teaching method.

The teaching process involves several steps and activities, but all seek learning, mor goal throughout this process. As stated in Libâneo (1994, p. 81) "the teacher's main task is to ensure the unit teaching between teaching and learning, through the process of teaching. Teaching and learning are two facets of a same process ".

Address-if so the learning process, the ultimate goal of the research, education and also because the methods studied aim to teach the sport sailing with the wind factor learning and their influences on the vessel.

As Piaget and Gréco (1974) the learning comes from experience contracted on the basis of contact with the environment or social. According to Gagné (1980) learning if logs at the moment there are differences between the performance of the individual before and what it demonstrates after being propelled to a learning situation. As Gagné (1980), to be learning there should be a difference between the initial knowledge and knowledge after learning and for this it is necessary to verify the initial skill set, which he called internal conditions and the skills that the individual learns that are defined as external conditions. Based on this simple fact has several moments of research evaluation, to check the skills of internal and external group studied.

According to Vygotsky, as Freitas (2003), the learning of children begins long before its contact with the school environment, i.e. the child's learning and development are interrelated since his birth. Vygotsky realizes learning as a social process by essence, where the interaction of adults and more experienced partners occurs and where the language plays an important role.

Skinner (1972, p. 4) States that teach is the action a facilitator of learning, and makes clear that "who is taught learns more quickly than those who are not". For this author teaching is responsible for behavior change and this factor defines the learning, however, he still determines that there are three theories that characterize the learning. They are: "learning by doing" where the student learns by repeating and is led by professor exercise or practice and thus accentuate the answer; "we learned from the experience" through the experiences and its combination with the do, the variables and stimuli and experience represented by the response represented by the make and where the response occurs; "we learned by trial and error" references the consequences of behavior, i.e. gives emphasis to the consequences. So were the methods proposed by teachers and instructors of the search.

METHODOLOGY

Was made in this work a qualitative research, which as Watson-Gegeo (1982 apud Serrano, 1994), this kind of research consists of detailed descriptions of people, situations, events, interactions and behaviors that can be observed, in addition to registering the participants talk about their attitudes, beliefs, experiences, thoughts and reflections with the concern expressed as if it were themselves. With this, this research has promoted a series of pedagogical relationships between evaluations and the teaching methodology created by Yacht sailing school, based on knowledge of the physical education teacher and sportsman education knowledge school instructor sail without higher academic training in physical education, and a control group that received the teachings of a sportsman without teaching experience in sailing school and also without higher academic training in physical education with the goal of observing and assessing the technical capacity to perform the assimilation of knowledge, wind factor, in your students that are included in the age of seven to eleven years.

Another point observed and correlated was the educational process, its pedagogical progression and practical exercises. Conducted an assessment formative and diagnostic function with at all times of the period observed with the objective and verify the effectiveness of the teaching of the subject matter. This way, it was observed the implementation of the methodology and pedagogical progression during classes made in Yacht sailing school in Armação dos Búzios/Brazil, to the

teaching of the wind factor.

The teaching plan was drawn up, how it determines Libâneo (1994, p. 155), to select the subjects of studies representing knowledge and skills that they can provide maximum development of the Group of students, adapting the methods of teaching the age groups. This way the researcher presented the course plan, whose contents should be followed by educators, with the goal of observing and evaluating teaching methods and the difficulties of children about the teaching of the wind factor and its influence for learning sailing sport.

An intentional sample has been collected through an interview that aimed to get a group of thirty children from 7 to 11 years, classified by the fact of not having had contact with any activity that may have a pre-conceived sensitivity to wind recognition, for example, nature sports and angling.

This survey has followed the lessons weekly with two hours during the period necessary for the application of the matter, the wind and the assessment of knowledge acquired by pupils. The course was applied to a group of thirty children divided into three groups of ten students with equal duration time and educational content. The research offered the basic content of traditional sailing course, with the main goal of teaching the wind nautical and their uses. The equipment used for classes of sail was the boat school, world-renowned Optimist class, for the initiation of all students, and yet, if noted the suitability of safety equipment for each individual.

The diagnostic and formative assessment process featured instruments prepared by researcher, that aim to identify and observe the entire process, to obtain the necessary data for the search. This process was composed of eight junior moments, coupled to the effected by the initial interviews, which intend to evaluate the teaching process and keep the actors of Education informed of the progress of their students. Data collection was made with the use of qualitative data through all search tools.

CONCLUSION

To observe the concept of education cited in the literature is the assertion that educate is to allow the child's adaptation to the social environment, through the transformation of its psicobiológica Constitution in relation to the collective set of realities with which the common consciousness generates certain value (PIAGET, 1988).

The education of an individual must allow the targeting of human activity in its analogy with the social environment, within a context of social relations (LIBÂNEO, 1994). In this way education is the Act of making a conscious human being in relation to their duties and rights, but also of its social responsibility, making it capable in thinking itself, and in their relationships with others, with the goal of being noticeable is the fact that it is impossible that man get their needs without the interaction of other humans (GONÇALVES, 2008).

Based on the bibliography search, sought to examine the method and process of teaching/learning carried out in three sailing courses observed this field research and its finalization, summed up the evaluation of the data and information generated by it, you can make the completion of this job.

The thirty pupils searched started courses in appropriate conditions for research and that their knowledge about the middle would not nautical learning proposed allowing a homogeneous group of children in relation to your nautical knowledge and experience.

The search included the presentation of a course plan defining the objectives and contents for the two months course. This document, delivered to the three teachers, contained the following general objectives: develop recognition of wind and its aspects needed for the sport; administer the knowledge of Assembly and nomenclature; administer security expertise; administer the knowledge of sailing abeam; empower the sailing abeam budgeted and generally; In addition to empowering for sailing on through and the movements of cambar and jaibe, passing through buoys.

It is considered that teachers have the same condition of time and material to achieve these goals, and that all had access to the same information in relation to the content, deadlines and evaluations, as well as their results in a timely manner and the same. We highlight also that there was a massive presence of all students for more than eighty percent of lessons, which favored the homogeneous education of students. It is considered that the researcher has not acted on the teachers ' pedagogical practices, nor exercised influence on the development of lessons and their students.

In relation to the methodologies applied to conclude that the physical education teacher stood in relation to the use of pedagogical and didactic material, because the same Journal note retained its class always updated with the current content, and still made use of homework exercises and other available materials, didactic form, which fact demonstrates a greater concern with the planning, practice and organization of teaching.

To observe safety procedures and domain of the class, made by teachers can conclude that all followed the security items needed for a good development of the course, but the performance in relation to the Act of eye-catching and organize class actions, it is concluded that the physical education teacher had a greater concern and acting on these factors, which allowed a better income, plus a pedagogical application best suited in their classes.

The physical education teacher has shown concern for the social get-together of children, under his responsibility and even logged actions aimed at the development of qualities such as companionship; teamwork and leadership. As the same Act was not observed in the methods applied by other teachers, we can say that the teacher of physical education teaching imprint actions performed, that stood in order to develop the character of its students, within the targets set by the National Curricular Parameters – PCN and several other documents analyzed.

It is concluded that the method used by sailor with professor function of the control group, only without the knowledge and practice of teaching, was based on practical knowledge and repetitive that resulted in mechanical learning with low yields of cognitive apprehension and consequent lower performance, coupled to a feeling of insecurity, of students. The didactic application made by a sailor and teacher with experience teaching in vocational school of sailing, which does not hold academic knowledge, excelled by a strong practical action of sailing, however, increased by a more determined and concerned about security and in theoretical knowledge necessary, fact that allowed a yield of his students, very close to that achieved by physical education teacher.

The methodology applied by the physical education teacher was accompanied by theoretical and practical knowledge that prioritized the practice of sailing without omitting important pedagogical elements add in in the construction of student's character. The process of teaching/learning was held in a more planned and guided in safety and pedagogical progression, as well as use of didactic instruments created by the sailing school and the teacher.

It is a consequence of the facts presented that the methods used concluded, in all classes, learning the Act of sailing, but with distinctions of income. The presented methodologies have allowed to achieve the goals of the plan of course and showed that the experience of teaching action even without the academic monitoring, allows for education with a sensitive effectiveness.

Based on theoretical referential, in field observations and evaluations undertaken, it is possible that the performance of the methods used by the three actors of the education of children ranging in age from 7 to 11 years, allows you to gain the

knowledge of sailing, but with different cognitive and emotional results.

Terminates the definition of the most effective method of education evidenced and wind and his performances before the sailing sport was a physical education teacher, followed very closely by sailing teacher, without academic knowledge and to the detriment of the method used by sailor of the control group.

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METHODOLOGICAL DIFFERENCES OF TEACHING OF SPORT OF SAILING AND WIND ELEMENT, FOR CHILDREN FROM 7 TO 11 YEARS

ABSTRACT

The sport of sailing is characterized by the use of the driving force of the wind, resulting in the displacement of the vessel. Knowledge of the wind factor and its ability to produce thrust is the main content for learning the sport. The methods and materials developed and applied courses in sailing Brazilians do not demonstrate an effective treatment of this content. Historically, sailing schools were created by sportsmen and their methodologies are based on technical knowledge, thus, his teaching style relied on teaching methods that emphasize the mechanical movement and knowledge of the contents sealed. The physical education profession has been regulated in 1998 and set out the professional's performance in this area, as a result, all activities of a physical action is linked to the physical education teacher. The sailing lessons fall within the scope of performance of physical education course and thus must rely on the performance of this professional. With a group of thirty children and a period of two months of field research, courses have been developed with the sailing performance of different actors: an inexperienced sailor in the act of teaching, a sailor with teaching experience in sailing school and with experience in teaching Physical Education and a sailor and experienced in sailing classes. Through the qualitative research case study, observation and evaluation of diagnostic and formative functions, we analyzed the data generated with the objective to determine the outcome of the following central problem: what is the difference between the methods of basic sailing courses taught by sportsmen and by physical education teacher, teaching in the treatment of the element of nature wind, for children aged seven to eleven years and what the most effective?

KEYWORDS: Methodology, Sport of sailing, Education, Sail school, Learning.

DIFFÉRENCES MÉTHODOLOGIQUES DE L'ENSEIGNEMENT DE LA VOILE SPORTIVE ET ÉLÉMENT DE VENT, POUR LES ENFANTS DE 7 À 11 ANS

RÉSUMÉ

Le sport de voile est caractérisé par l'utilisation de la force motrice du vent, ce qui entraîne le déplacement du navire. La connaissance du facteur vent et sa capacité à produire la poussée est le contenu principal pour l'apprentissage de ce sport. Les méthodologies et les supports d'apprentissage ont élaboré et appliqué dans les cours de voile brésilien ne démontrent pas un traitement efficace de ce contenu. Historiquement, les écoles de voile ont été créés par des sportifs et leurs méthodes étaient fondées sur des connaissances techniques, avec cette, son didactique s'appuie sur les méthodes d'enseignement qui mettent l'accent sur le mouvement mécanique et le contenu de connaissances étanche à l'eau. La profession de l'éducation physique a été réglementée en 1998 et défini les actions des professionnels dans ce domaine, ainsi toutes les activités de cette empreinte physique sur l'action d'un professeur d'éducation physique. Les leçons de bougies sont inclus dans le domaine de l'éducation physique et avec cela doivent compter avec la présence de ce professionnel. Avec un groupe d'enfants de trente et un délai de deux mois de recherches sur le terrain, des cours de voile ont été élaborés avec la performance des différents acteurs: un plaisancier inexpérimenté dans l'acte d'enseignement. un marin avec expérience en voile école et un professeur d'éducation physique et marin d'enseignement et expérience dans les leçons de voile. Par l'étude de cas de recherche qualitative, observation et évaluation diagnostique et formative avec des fonctions, et analysé les données générées avec pour objectif de déterminer la solution du problème central suivant : quelle est la différence entre la méthodologie des cours de base de la voile attribuée aux sportifs et par la formation des enseignants de l'éducation physique, le traitement de l'élément de la nature vent pour les enfants de sept à onze ans et ce que les plus efficaces?

DIFERENCIAS METODOLÓGICAS DE LA ENSEÑANZA DE LA VELA DE DEPORTE Y ELEMENTO DE VIENTO, PARA NIÑOS DE 7 A 11 AÑOS

RESUMEN

El deporte de vela se caracteriza por el uso de la fuerza motriz del viento, dando como resultado el desplazamiento del buque. El conocimiento del factor del viento y su capacidad para producir empuje es el contenido principal para el aprendizaje de este deporte. Las metodologías y materiales de aprendizaje desarrollado y aplicado en cursos de vela brasileño no demuestran un tratamiento eficaz de este contenido. Históricamente, las escuelas de vela fueron creadas por deportistas y sus metodologías estaban basados en conocimientos técnicos, con esto, su didáctica se basó en métodos de enseñanza que se centran en el movimiento mecánico y el contenido de conocimiento estancos. La profesión de educación física fue reglamentada en 1998 y define las acciones de los profesionales en este ámbito, así todas las actividades de este sello físico sobre la acción de un profesor de educación física. Las lecciones de las velas se incluyen en el campo de la educación física y con esto deben contar con la presencia de este profesional. Con un grupo de treinta niños y un plazo de dos meses de investigaciones de campo, se han desarrollado cursos de vela con rendimiento de diferentes actores: una Hidra sin experiencia en la ley de enseñanza; un marinero con experiencia en la escuela y un profesor de educación física y el marinero de vela en la enseñanza y con experiencia en clases de vela. A través del estudio de caso de investigación cualitativa, observación y evaluación formativa y diagnóstico con funciones, y analizaron los datos generados con el objetivo de determinar la solución del problema central siguiente: ¿cuál es la diferencia entre la metodología de cursos básicos de vela atribuido a deportistas y de formación del profesorado de educación física, en el tratamiento de elemento de la naturaleza viento para los niños de siete a once años y lo que el más eficaz?

DIFERENÇAS METODOLÓGICAS DO ENSINO DO ESPORTE A VELA E DO ELEMENTO VENTO, PARA CRIANÇAS DE 7 A 11 ANOS

RESUMO

O esporte a vela é caracterizado pelo uso da força motriz do vento, o que resulta no deslocamento da embarcação. O conhecimento do fator vento e sua capacidade de produzir empuxo é o conteúdo principal para a aprendizagem deste esporte. As metodologias e materiais didáticos desenvolvidos e aplicados nos cursos de vela brasileiros não demonstram um tratamento efetivo deste conteúdo. Historicamente, as escolas de vela foram criadas por desportistas, e suas metodologias se basearam no conhecimento técnico, com isso, sua didática se apoiou em métodos de ensino que privilegiam o movimento mecânico e o conhecimento estanque do conteúdo. A profissão Educação Física foi regulamentada em 1998 e definiu a atuação do profissional desta área, em consequência disso todas as atividades de cunho físico esta ligada a ação do professor de educação física. As aulas de velas estão compreendidas no campo de atuação da Educação Física e com isso devem contar com a atuação deste profissional. Com um grupo de trinta crianças e um período de dois meses de pesquisa de campo, foram desenvolvidos cursos de vela com atuação de diferentes atores: um velejador sem experiência no ato de ensinar; um velejador com experiência de ensino em escola de vela e um professor de Educação Física e velejador e com experiência em aulas de vela. Através da pesquisa qualitativa de estudo de caso, da observação e avaliação com funções diagnóstica e formativa, foram analisados os dados gerados com objetivo para determinar a solução do seguinte problema central: qual a diferença entre a metodologia dos cursos básicos de vela lecionados por desportistas e por professor de Educação Física, no tratamento do ensino do elemento da natureza vento, para crianças de sete a onze anos e qual a mais eficaz?

PALAVRA CHAVE: Metodologia, Esporte a vela, Educação, Escola de vela, Aprendizagem.