85 - THE IMPORTANCE OF AWARENESS-RAISING IN THE BADMINTON GAME

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1.INTRODUCTION

Badminton, sport created in India over 200 years ago, which is practiced individually or in pairs, has grown and fascinated people, expressively raising its number of practitioners in Brazil and in the world. Badminton is assumed as an interaction game, with fast moves and agility, considered by many as the fastest racket sport in the world.

It originated from a sport practiced in India with the feet and a shuttlecock, around century V before Christ. The competitive version of the game appeared in India, where it was called Poona. Soldiers from the British army got interested and took it to England in 1870. Its current name was adopted in that period due to the name of where it was practiced by British aristocrats: Badminton House, Duke of Beaufort's summerhouse, in England. It then got known as “Badminton Game". The game continued to be practiced with the rules brought from India until 1887, when a group of players decided to found a club and adjust the rules kept so far.

Soren Knudsen (2011), Danish and player at Santos Atlético Clube (SAC), researched and proved that Badminton in Brazil started at the English Club (Clube dos Ingleses), as SAC got known in 1938. The first Badminton official competition in Brazil was held in 1984, the first Taça São Paulo (São Paulo Cup), in the capital São Paulo. This way, competitive Badminton is about to turn 27 years in Brazil.

Presently, Badminton is played in several tournaments and championships subsidised by international and national confederations. Easy to learn, it develops thinking, strategy and sportive performance, and also stimulates the development of psychomotor abilities, such as motor coordination, laterality, space and temporal structuring, among other capacities. It allows the individual the development of physical, cognitive, affective and social capacities, making the body an instrument for perceiving external and internal realities before the accomplishment of their action and moves.

That leads the individual to thinking of their acts and experiences, which come from the interaction among subject, object and external world. It consists of an inner dynamics through which essential representations are produced for the development and construction of knowledge by the individuals involved in the situation.

Thus, this research aims at investigating the use of awareness-raising for learning about the Badminton game, with six students ageing 11 to 13. The relationship between Badminton and awareness-raising towards actions, are characterized by the game itself, which makes it possible for the athlete to think of their own moves for a better answer at each throw, in a way to contribute for the development and learning for SESI's students.

2. METHODOLOGICAL PROCEDURES

The response to that situation comes with the project “Raquetada Olímpica: caso Badminton” (Olympic Racket Shot: Badminton case), developed by the Industry Social Service (SESI) from Arapongas, PR, carried out at the Reference Center for Badminton Practice (CT), which already has 150 players, most ageing 9 to 17, and a grown-up group. The tests were carried out with the students who attend the CT and join the second most practiced sport in the world. The students practice twice a week in a court with all the support they need.

To go on with the research, 6 students ageing 11 to 13 were selected to practice the modality Badminton and do the tests. These were applied individually in the months of August and September, lasting 20 minutes per student.

2.1 Research Instruments

The research employed two sets of instruments: interviews involving awareness-raising and pedagogic interventions during the Badminton game.

The interviews carried out by the researcher were adapted from the clinical interviews described by Piaget in the chapter “Pussycat Walk” in his work “Awareness-Raising” (1977), involved the process of awareness-raising towards the individual's actions and thought on their own body. According to Delval (2002), the clinical method has the capacity to investigate how the individuals learn, think and act, involving the interaction between researcher and individual analyzed. These representations manifested during the interview show how the individual can, verbally and non-verbally, expose their thought through their action.

During the exam, the examiner should follow the individual's thought, being alert to any act or verbalization, without correcting their answers or complement what they say. In case the individual's thought is interrupted, the examiner should lead the individual to get back to the problem and, alone, think of a possible conclusion.

In this research, following the characteristics proposed, the clinical interview aims at identifying the level of the individual's awareness-raising on their body and movement, and also on their thought. To its accomplishment, it is necessary a basket and three little balls. The interview is started by placing the student three steps away (from the researcher) in relation to the basket. The student is asked to throw one of the balls into the basket. Independently on getting or not the ball into the basket, the researcher asks the following questions:

1)Could you explain how you made that move? What else did you do besides raising your arm and putting it down? Is there any other part of your body that you moved?

2)What do you first notice to move in your body?

3)The researcher requests that the student throws one more ball into the basket and then asks them to teach her the move they made: Can you teach me that? Now show me how you did it. Was it this way?

4)Right after that, the researcher makes the necessary moves to throw the ball into the basket and says: Now I will make the moves. Could you tell me how to? Did I make them just the same as you did or told me to?

5)Afterwards, the researcher requests that the individual throws the ball once more and says as exactly as possible what they are doing (their explanation should follow their action).

6)Next, the researcher asks the individual to throw the ball one last time and asks them: Are you throwing the same way as for the first time? What do you think has changed? Do you think there is another way to throw the ball into the basket besides the ways you did it? Which do you consider the best way?

7)At last, the researcher requests the individual to write or draw to a friend the way the ball should be thrown into the basket.

To analyze the interview results, we adapted the levels of awareness-raising established by Piaget in his work cited above.

Trying to align practice according to those characteristics and following Piaget's clinical interview (1977) about awareness-raising, 5 pedagogical interventions were carried out, lasting 10 minutes each, for two months. Subsequently, one of the pedagogical sessions carried out with a pair of individuals is described. Three pairs were formed, totalizing six students.

3. RESULTS AND DISCUSSION

The data analysis followed the criteria elaborated by Piaget (1977) in the clinical interview, which establishes that the levels of awareness-raising towards the individual's actions. The data collected before the pedagogical intervention demonstrate that the students submitted to basket and ball test (elaborated by the researcher) should be in a more advanced level of awareness-raising towards actions, the results expected would be between levels IIA or IIB (with awareness-raising towards actions). However, most of them were between levels IA and IB.

In the pre-test, the 6 students presented characteristics referring to level IA (characterizes by the absence of awareness-raising), because what engages attention is that they could not precisely describe the actions accomplished, all of them thought of the action accomplished, but when an explanation was requested, they had difficulties to express their thought, that is, to verbalize their thoughts and action. That level is explained through a student's speech. For better understanding, the letter (R) represents the researcher's speech, and the letter (S) represents the student's.

R: Could you tell me how you made that move?
S: Oh, I threw the ball.
R: What else did you do besides throwing the ball?
S: I threw it to get into the basket.
R: What did you notice to move first in your body?
S: My hand.
R: Why your hand?
S: You know, to throw the ball.
R: Did any other part of your body move?
S: No.
R: Throw it once more and pay attention. Do you think there is another way to throw it?
S: Yes.
R: How? Can you explain?
S: Underneath.
R: And how did you just throw it?
S: Over.
R: So there are two ways to play? And which way is the best to you? Which do you prefer?
S: Underneath.
R: Could you tell me why you prefer underneath?
S: Because it is easier to strike.
R: Could you tell me how you used your body to throw the ball?
S: I moved and threw.
R: How did you move?
S: I went forward and threw it this way.
R: Is there any other move you make when you throw?
S: No, only my body and hand.
R: Could you teach me how to do it?
S: Yes, but I don't know how to. This way, get the ball and throw it into the basket.
R: And do you think you are doing as you did before (in the beginning) or did you change any move?
S: The same, nothing changed.
R: What is the last move you made?
S: I threw.
R: How did you play?
S: This way (gets the ball and throws)
R: Could you throw and explain how you did it?
S: Get the ball, stand still and throw it.
R: And how is your hand now?
S: Holding the ball.
R: What else?
S: Closed to throw.
R: How?
S: Propelling.

Levels: IA- Manifests absence of awareness-raising of the moves made, individual can't describe moves precisely; IB- Individual loses balance and either responds precisely or contradictorily, but there is no awareness-raising of the concepts of the moves made; IIA- individual starts to become aware of their actions during the intervention with more elaborate concepts, realizing that their body needs other aspects such as strength, balance, and attention for performing the moves, which justifies and action, so that they can consciously plan it; IIB- individual becomes quickly aware, at the first moves performed in the game.

It is possible to notice that the students are in a level under expectations. However, that could be managed through the means of the pedagogical interventions, so that they can advance in the construction of more elaborated knowledge, being able to raise their body consciousness and broaden their psychomotor repertoire and perform better at the activities accomplished.

Next, there is the second set of tests, the transcription of one pedagogical interventions with a pair of students from the experimental group, to make it possible to understand how the process of organization, exposition and comprehension of the actions and knowledge construction occurs by the students participating at the research, trying to develop session after session

R: How did you move in the court to throw?
S1: I don't know, I think it was a smash.
R: What part of your body moved first in this throw?
S1: I don't remember.
S2: Arm.
R: And you? Do you agree with your peer that it is that part of your body that moves first when you perform that throw?
S1: Yes, because I am holding the racket, so my arm moved.
R: And do you think it is only your arm?
S1: Most of my muscles, too, oh, my whole body.
R: What about you, S2, what part of your body moves first?
S2: My arm, and then comes the smash.
R: And how was your body?
S2: My whole body moved because I walked backwards to smash.
R: S1, do you think this is right, or is there anything different?
S1: That is right.
R: Do you think there is another way to throw?
S1: No, you first use your arm and then your leg.
R: Besides those, are there any others?
S1: No. S2: No.
R: What was the last move you just made?
S1: Cut.
R: Tell me how you did it.
S1: I used my muscles, and my arms.
R: What else?
S1: My feet, muscles, hands, fingers, shoulders, oh, my whole body.
R: Do you think this is it?
S2: First, he jumped to cut. Then he moved his arm to cut.
R: What did you think when the shuttlecock was coming to your side of the court?
S1: Take the shuttlecock from her and throw it to her side.
R: Do you share that thought?
S2: Yes, because I was in the rear of the court and he was in the front, then I had no time to get it.
R: Would you have done the same or differently from him?
S2: Same.
R: Do you think there would be another throw besides that?
S2: He could have cut instead of throwing ahead.
R: Could you show me how?
S2: Yes, stretch your leg and throw (performing and explaining).
R: Is there another possibility or only this?
S1: Only this. S2: Only this.

This way, the interventions follow, highlighting that each session can occur differently, because at each situation there is a question to be asked. Then, there could not be an only form to ask the individuals.

However, it can be noticed that, as the intervention sessions happen using awareness-raising, it is possible to reach a full organization of the actions, stimulating social, cognitive and affective interaction among the students in each match, in order to help them realize that it is not enough to play for the sake of playing, with automatic moves, but thinking before throwing, for at each move the thought is able to organize the steps, the ways to be followed. But to do so, they need the interventions to give them more psychomotor skill and elaborate thought.

After eight interventions with each student, the interview was repeated with the ball and basket activity again to verify if there was a change in awareness-raising towards action and students' thought level while the interventions happened. Nonetheless, out of the 6 students, 3 presented level IB, with a student's explanation that follows, at a certain moment of the interview:

R: Do you think you are doing as before (beginning) or did you change any move?
S: I guess it is the same.
R: Aren't you sure?
S: Oh, it's a little different.
R: How? Could you explain?
S: This way.
R: How so?
S: My hand didn't move so much as it is moving now.
R: And did it help or make the throw more difficult?
S: It helped a little.
R: What was the last move you made?
S: This (performs the move).

That speech exemplifies the characteristics of level IB, when the student performs the action, but has a certain difficulty to verbalize it. This way, the action substitutes the concept.

The other 3 students presented a IIA level, that is when the individual starts to become aware of their actions, with more elaborate concepts, realizing that their body needs other aspects such as strength, balance and attention to perform the moves. That justifies an action and the individual can start to consciously plan it.

R: What was the last move you made?
S1: Smash.
R: Tell me how you did it.
S1: I used my muscles, with my arms.
R: What else?
S1: My feet, muscles, hands, fingers, shoulders, ah, my whole body.
R: Do you think this is it?
S2: First, he jumped to cut. Then he moved his arm to cut.
R: What did you think when the shuttlecock was coming to your side of the court?
S1: Take the shuttlecock from her and throw it to her side.
R: Do you share that thought?
S2: Yes, because I was in the rear of the court and he was in the front, then I had no time to get it.
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4. CONCLUSION

Those results are clarifying to make possible a better work concerning awareness-raising towards the actions in the game, to broaden the capacities in any activities.

Making possible an educative process that generates contradictions in the search for awareness and problem resolution enables the individual to think of the move or action to be performed. In this case, there is no place for the knowledge "in drawers", where the power to decide lies in the coach, but an opportunity to create and think about their future action is necessary.

The perception of the game and in the game is necessary for the player to understand what is going on. Otherwise, they won't be able to distinguish what is important for their action and, much less, evaluate what commits their decision. The students went from an inferior to a superior level of awareness, as it can be observed in their speech and actions during the game. They became more sensitive to the recognition of problems, and developed the recognition of new situations, verifying that there were several opportunities and possibilities which were not seen before. Another aspect analyzed was the acquisition of some sensitivity to what was about to happen, and their progress to quick awareness, not always effective, but thought of.

Thus, it is concluded that awareness-raising towards the moves, throws, and activities to be performed can change the way a match is conducted, for when the individual thinks, they change and influence all the development of a math, making the answer more direct and complete.

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THE IMPORTANCE OF AWARENESS-RAISING IN THE BADMINTON GAME

ABSTRACT:

This research project aimed at investigating the influence of awareness-raising when learning about Badminton, with six students ageing 11 to 13. Due to the social, cultural e sportive importance of the discussion about Badminton and awareness-raising, field research was carried out to investigate the following question: is it possible, by using awareness-raising in the Badminton game, for the students to become more skillful and sensitive to their moves made in the game, so that they perform better? To do so, interviews and pedagogic interventions were carried out for two months, involving questions and answers to raise awareness. Thus, becoming aware of the moves and activities to be accomplished can change the way a match is conducted, once that when the individual thinks, they change and influence the development of the game, making the answer more direct and complete. Therefore, it is fundamental to present Badminton not only with automatic moves, but thinking of the action and reorganizing it so that the individual can build new possibilities of action and better develop their psychomotor capacities while playing.

KEYWORDS: Badminton. Awareness-raising. Learning.

L'IMPORTANCE DE FAIRE JEU DE CONSCIENCE EN BADMINTON
RÉSUMÉ:

L'objectif de ce projet de recherche était d'étudier l'influence de l'utilisation de sensibilisation pour apprendre à jouer au badminton avec six élèves de 11 à 13 ans. Compte tenu de la discussion sociale, culturelle et sportive sur le badminton jeu et de sensibilisation, nous avons mené une enquête sur le terrain pour enquêter sur la question suivante: Est-il possible de l'utilisation de sensibilisation dans le jeu deviennent les étudiants de badminton perceptible les mouvements les plus qualifiés et réalisé dans le jeu, avoir une meilleure performance dans le jeu? À cette fin, des entrevues ont été menées et des interventions pédagogiques qui a duré deux mois impliquant des questions et des réponses pour faire place consciência.Desta, la prise de conscience des mouvements, des activités à réaliser, peut changer la forme de réalisation d'un jeu car lorsque le sujet pense, modifie et influence la performance globale du jeu, devenant réponse plus directe et complète. Par conséquent, il est très important de présenter le jeu de badminton, non seulement avec des mouvements automatiques, mais pensez à l'action menée et il réorganiser afin que le sujet peut construire de nouvelles possibilités d'action et de développer des habiletés psychomotrices mieux tout en jouant.

MOTS-CLÉS: badminton. Conscience. Apprentissage.

LA IMPORTANCIA DE LA TOMA DE CONCIENCIA EN JUEGO DE BÁDMINTON
RESUMEN:

El objetivo de este proyecto de pesquisa consistió en averiguar la influencia del uso de la tomada de consciencia en el aprendizaje del juego Badminton con seis alumnos de 11 a 13 años. En razón de la importancia social, cultural y deportiva de la discusión sobre el juego Badminton y Tomada de Consciencia, fue realizada una pesquisa de campo para averiguar la siguiente cuestión: ¿Es posible a partir del uso de la tomada de consciencia en el juego Badminton que los alumnos se tornen más habilidosos y perceptibles a los movimientos realizados en el juego, teniendo un mejor desempeño en el juego? Para eso, fueron realizadas entrevistas e intervenciones pedagógicas que tuvieron duración de dos meses envolviendo preguntas y respuestas para la tomada de consciencia. De esa forma, la tomada de consciencia de los movimientos, de las actividades, puede cambiar la manera de conducir el juego, pues cuando el individuo piensa, cambia e influencia todo el desarrollo del juego, tornándose más directa e completa la respuesta. Por lo tanto, es de gran importancia presentar el juego Badminton, no solo con movimiento automatizados, pero pensar en la acción ejecutada y reorganízala, para que el sujeto pueda construir nuevas posibilidades de acciones y desarrollar mejor las capacidades psicomotoras en cuanto juega.

PALABRAS CLAVE: Badminton. Conciencia. El aprendizaje.

A IMPORTÂNCIA DA TOMADA DE CONSCIÊNCIA NO JOGO BADMINTON
RESUMO:

O objetivo deste projeto de pesquisa consistiu em investigar a influência do uso da tomada de consciência na aprendizagem do jogo Badminton com seis alunos de 11 a 13 anos. Em razão da importância social, cultural e esportiva da discussão sobre o jogo Badminton e Tomada de Consciência, foi realizada uma pesquisa de campo para investigar a seguinte questão: É possível a partir do uso da tomada de consciência no jogo Badminton que os alunos se tornem mais habilidosos e perceptíveis aos movimentos realizados no jogo, tendo um melhor desempenho no jogo? Para tanto, foram realizadas entrevistas e intervenções pedagógicas que tiveram duração de dois meses envolvendo perguntas e respostas para a tomada de consciência. Desta forma, a tomada de consciência dos movimentos, das atividades a serem realizadas, pode mudar a forma de condução de um jogo, pois quando o sujeito pensa, modifica e influencia todo o desempenho do jogo, tornando-se mais direta e completa a resposta. Portanto, é de suma importância apresentar o jogo Badminton, não só com movimentos automatizados, mas pensar na ação executada e reorganizá-la de modo que o sujeito possa construir novas possibilidades de ação e desenvolver melhor as capacidades psicomotoras enquanto joga.

PALAVRAS-CHAVE: Badminton. Tomada de Consciência. Aprendizagem.