# 140 - INTERVIEWS WITH COMMENTS AND DRAWINGS: COMPARISON OF THE EFFECTIVENESS OF TOOLS FOR UNDERSTANDING THE PERCEPTIONS AND FEELINGS OF CHILDREN 7 AND 8 YEARS OF TRAINING CLASSES IN FOOTBALL.

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## INTRODUCTION

*The drawing hides in notebooks. Scribbles on walls, in corners of pages of old books, notes made with Bic pens on the skin of the back of the hand. Hiding places, old books or relics waiting for revelation (TIBURI E CHUI, 2010, p.41).*

The everyday reality, as much as the researches, show that children establish a close relationship between the universe lived and the drawing. The pedagogy of children's drawing brings together explanations about the importance of "draw" for the development of human beings during their childhood (PAULA, 2001; SILVA et al., 2007).

Favored as a main object for the expressiveness of the child, the draw is also approached for the valorization of the teaching and learning (SANS, 2007). Therefore, considering that the drawing is an important instrument for communication, expression, and that not only should we avoid blocking the creative process of the child, but also avail its potential for communication of desires, and expectations of children's thoughts, this project is justified by both the importance and necessity of obtaining an effective means of understanding the feelings, thoughts and social representations of childhood, and to approach the perception of children (especially satisfactions and dissatisfactions) about physical activity programs aimed at this age. For this purpose, besides reviewing the literature on this subject, which involves the approach of authors who analyzed the expression of children through verbal communication and / or drawings at different stages of human development, we conducted a field study that aimed to deep the knowledge about the effectiveness (or not) of the drawing as a mean for expression of ideas and feelings of children from 7 to 8 years old.

Specifically, this study aimed to compare the efficiency of the utilization of the commented drawing, added to the explanation of the child with the utilization of direct interview for obtaining data on the feelings and thoughts of the children concerning soccer classes.

## LITERATURE REVIEW

### THE RELATIONSHIP BETWEEN THE DRAWNING AND THE INFANT EXPRESSION

According to Seabra et al. (2009) in every psychological stage of infant maturation, the drawing assumes a particular characteristic. These stages define “forms” of drawing that are very similar among children, despite individual differences concerning temperament and sensitivity (FASSINA, 2008).

Silva (2002) apud Barbosa e Carvalho (2008), argues that the drawing, the graphical, and orality can be manifested more clearly from 6 years old, helping in the process of perception or analysis of the drawn for an approximation of the students emotions (BECCHI, 1994;TIBURI E CHUI, 2010). The drawing assumes individual characteristics. We can observe that the creativity and expression vary according to different historic, affectivity, cognition, emotions, and motricity. As part of a fundamental act of the child, the drawn is a reference of the relationship that him/her knows and imagine. Given that, we understand that it does not matter how the direct relationship of the children with the object is, but how he/she interprete it, understand it, transfer it to paper, and say to us what is drawing:

*At the very moment a child draws (expressive activity), he/she materializes, in his/her drawn, the image that was internally created to account the emotions, confirming our Idea that, by means of materialization, the child knows, organizes, and elaborated the emotion [...] In the drawn, the child express the meaning and the senses of what sees in the objects, but does not drawn the reality as it is, but the conceptualized reality, just how it is perceived and memorized by the child. Just like complex processes, memory and imagination appear in the drawn by means of figurative schemes of the real objects that make sense for the child and that are completely full of significance (SOUZA et al., 2003, p. 104).*

Drawings made by children are not to try to demonstrate of the appearance of the objects, but how to express themselves with such objects (BARBOSA & CARVALHO, 2008). Wiggers (2005) considers that the best option for the understanding of the children universe is participating and taking part with it, giving 'space' so that the children be apt to express themselves in diverse forms. The drawn facilitates the understanding and approximates the relationship between the child and other people around. We can understand that if we associate the drawn with the orality of the child, the results obtained will be closer to what he/she feels and is present in the drawing. While a child draws (expressive activity), he/she materializes, in the drawn, the image that has been internally created to account for his/her emotions, confirming our idea that, by means of materialization, the child knows, organizes, and elaborate his/her emotions.

### INTERVIEWS WITH CHILDREN

The efficiency of the technique of interviews with children has not still been well explored, according to literature (CARVALHO et al., 2004). That is due to the concept that children are not able to have formed opinions. Nowadays, in the face with a more accurate knowledge on children, such suppositions have been better explored, and there is a crescent interest on what children think and feel, starting from the advent of conceiving the child as a subject able to produce culture and not merely a passive subject in front culture (FARIA et al., 2002). On the other hand, the interview is usually the main instrument for data collection regarding children or it is used to supplement the analysis of direct observation of infant behavior. Thus, the drawing associated with comments (interview) is recognized as a fertile source for gaining data (CARVALHO et al., 2004; ALDERSON, 2005). In such a context, it should be emphasized that there is a need for more discussion and comprehension of the role and significance of the orality, viabilized or not by means of drawings or videos (autoscopy), for a methodological improvement regarding children researches.

### INITIATION IN SOCCER: AN EDUCATIONAL PRACTICE?

In the present days, the sportive initiation has been the target of several studies, as those where we find those that defend the perspective that the child and their necessities have to be priorized. Under such perspective, Scaglia (1996) argues

that the teachers have to be perceptive to promote trainings and/or classes turned to formation of transforming agents, promoting reflexions towards attitudes and freedom of expression, and learning to live in society (SCAGLIA, 1996). In this sense, the play itself can be conceived both as contend and as strategy to meet the above mentioned objectives, but many times this is neglected in name of the work with the technical fundaments necessaries to the sportive practice. However, even under the focus of the motor learning, authors as Garganta (2002) have been postulating that there is a necessity to ask for the capacity of adaptation of the student to new situations and application of abilities for the solution of problems in the real context of the game. This can be achieved by means of application of plays that approximate the students to the game. In addition to approximate the students to the reality of the game, it is necessary to consider the significant increase on the interest of the child by the sportive practice by the means of this strategy, once the movement, the play, and the ludic are special constituents of the childhood. Given that, once the students are put in the center of the teaching and learning process "the pedagogy must be inserted into the reality they bring in order to understand what they manifest and to interfere giving them conditions to participate and understand the sportive phenomenon, its dimensions and its possibilities" (RODRIGUES & MONTAGNER, 2005, p.1).

**METHODOLOGY**

This work has methodological premises and a qualitative approach (MARCONI & LAKATOS, 2009; THOMAS & NELSON, 2002). Two different techniques were chosen: the interview and the commented draw.

The sample was composed by six male students from 7 and 8 years old that participate of soccer classes in a institution located at Barueri –SP. This age was chosen according to literature indication that after 6 years old the children can draw and express verbally more clearly (SILVA, 2002 apud BARBOSA & CARVALHO, 2008). In order to ensure the ethical procedures, the research was initiated after authorizations of the subjects, of those that were responsible by them, and the institution by means of Information Letters on the research and a Statement of Consent. Among the procedures of data collection, after an activity that aimed to promote integration, the subjects were invited to: 1) Draw the "happiest training day" in a sheet of paper and "what dislike most in the class" in the back of the same sheet. After each draw, the students commented what they had done. 2) After the end of the commented draws it was performed a semi-structured interview, with the questions: a) What was the most sad or boring training day? b) What was the class of the teacher that you liked most? The data were analyzed according Contends Analysis as proposed by Bardin (2004). Three categories emerged from the process and the results are presented below.

**RESULTS**

**I. COMPARING THE INSTRUMENTS: INTERVIEW AND COMMENTED DRAWN.**

In this category we compared the instruments of data collection adopted concerning the viabilization of ideas and expression, quantitative and qualitative data (emotional expressions, richness of details, and children resourcefulness). Data revealed that the majority of the subjects showed quantitative and qualitative more communicative and resourcefulness when commenting their draws than in the interview that had not been preceded by draw. This behavior was evident in four out six subjects and was evident in such behaviors as the one that was presented by the subject that, when presenting and executing his draw, smiled and communicated detailing the happiest day he lived at the institution telling about the goals and the championship as a whole. Similarly to subject 1, the subject 2 was more expressive in the explanation of the drawing than in the interview. The student told us about his lack of involvement with the fundaments work and the great desire for the moment of the "collective". The subject 4 demonstrated the same capacity of expression by means of both instruments. On the opposite side, the subject 3 expressed himself in the interview in a better form, demonstrating feelings, revolts, and arguments relative to the classes. According to this, we hypothesized that the act of drawing could be embarrassing to those who dislike their own draws, that feel that are not able to make good draws, or are afraid of the look and evaluation of others regarding their production. In that sense, this could be considered relevant to a reflection about how important is the differential approach of each individual, what make the research and teaching of children quite singular. The qualitative approach permits us to look like that. New investments on this are required.

**II. MOTIVES OF THE SATISFACTIONS AND INSATISFACTIONS OF CHILDREN WITH TRAININGS.**

This category comprehends satisfactions and insatisfactions of the students with trainings. This organization and data analysis were turned to how the perceptions of the subjects e not to the efficiency of the instruments. Concerning satisfactions, the emergent units of significations drove to the following sub-categories: Championship; Win; Score (goals); Collective; Training Day; Penalty Charge in Training; Play, Dribble the Adversary; Exchange of Passes; Goal Kick.

Notably, the subject 1 characterizes and emphasizes the championship in this drawing and in the comments, making it clear that there is motivation for such activity, especially the goals scored, which were quite detailed. Similarly, the subjects 4 and 5 are very emphatic and bodily expressive, as well as detailed, when revealing the happiness in the moments they scored. The plays and especially the moment of the "collective" were much cited, associated with bodily expressions of happiness.

The activities with playful components, as playing the game, seem to possibilitate expressive and creative freedom. On the other hand, regarding insatisfactions, the sub-categories extracted were: Scarcity of time for the collective; Loss goal; When does not play enough; When does not charge penalties in the end of the class; When there is not penalization for misconducts occurred. As an example, to say about what considers boring, the subject 2 appear sad, gesticulating a lot, and says that did not enjoyed the class because "trained more than everything else". In the same sense, the subjects 3 and 4 were sad when revealed, respectively, their complaints due to exclusion from the game after a minor accident and the day that the collective had only four minutes, as the fundaments training had taken a lot of time. Criticizing the excessive attention given to the technique, Scaglia (1996, p.5) says:

*Many times, the child is subordinated to learning stereotypes described in technical manuals, with "bulls" that promise to achieve immediate results, where there is not necessity in determine a posology adapting it to the levels that should be transmitted to the children. As the results are produced, sometimes great athletes are produced, but they do not perceive the dehumanization that involves the rituals of their procedures. It is this stereotyped technical performance, in addition to the automatation of movements that occupy the place of pedagogy of sport that humanize this process; that does not worry in producing an athlete, but first of all in producing a man that could be the athlete of the future, more complete and safe on this possibilities. A good pedagogy is not that one that demonstrate to the student a gesture to be imitated, but that permit the student to pass through a process of teaching and learning, where, by the means of explorations, he can discover his own motor gesture.*

Far from share a utilitarian vision of the ludic that can be faced as a contradiction or conceptual inadequacy, it is possible to recognize that this fundamental element of human life, specially in the infant one, can motivate the participants of physical activities to keep themselves under regular practices, spontaneously perceived, freely, with pleasure, creativity, and

respecting personal abilities and singularities (SCAGLIA, 1996). It should be questioned and investigated how much this ludic dimension or its aspects are possible and considered in the programs of physical activities directed for children. We understand that components of the ludic as the pleasure and the active participation of the students in decisions and creation of class activities in classes of body practices direct them to a better involvement that is a fundamental aspect in the process of teaching and learning.

**FINAL CONSIDERATIONS**

The commented drawn, when compared to the interview, showed to be more efficient for the majority of participants of the study, pointing both to the importance of new investments in studies that refer to commented draws as research tools and to the approximation of the infant representations about different components of the process of teaching and learning. This study revealed that, for the group investigated, the activities that unify the process of teaching and learning with playful components, especially to game situations, are very significant and a source of satisfaction for children. On the other hand, the excess of exercises and scarce periods for playing and soccer games are the main causes of insatisfactions towards the perceptions of children. These conclusions were obtained under the circumstances and limitations of the present study, pointing to the fact that more researches concerning the use of drawings as a mean for infant expression and the rescue of the opinions of children concerning the programs of physical activities can be very fruitful for the deeping of projects and pedagogic practices aimed to them.

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**INTERVIEWS WITH COMMENTS AND DRAWINGS: COMPARISON OF THE EFFECTIVENESS OF TOOLS FOR UNDERSTANDING THE PERCEPTIONS AND FEELINGS OF CHILDREN 7 AND 8 YEARS OF TRAINING CLASSES IN FOOTBALL.**

**ABSTRACT**

This work, which has a qualitative and descriptive character, aimed to know what children think and feel about training/classes of soccer and had the objective to compare two instruments of data collection: the commented drawn and the interview. We conducted a Field research with six children from 7 to 8 years old that expressed their perpceptions about classes/trainings of soccer by means of two different instruments: a) the drawn followed by comments; b) interview not preceded by drawn. The treatment of data was performed by means of Contends Analysis and possibilitaded the encounter of the following results: a) The commented drawn compared to the interview was efficient for the majority of the participants of the study, but not all of them; b) The activities the unify the process of teaching and learning to ludic components, specially to game situations, are very significative and a source of satisfaction for children. On the other hand, the excess of exercises and scarce periods for

playing and soccer games are the main causes of insatisfactions towards the perceptions of children. These conclusions were obtained under the circunstances and limitations of the present study, pointing to the fact that more researches concerning the use of drawnings as a mean for infant expression and the rescue of the opinions of children concerning the programs of physical activities can be very fruitful for the deeping of projects and pedagogic practices aimed to them.

**PALAVRAS-CHAVE**: commented drawn; interview; child; soccer

**ENTRETIENS AVEC LES COMMENTAIRES ET DESSINS: COMPARAISON DE L'EFFICACITÉ DES OUTILS POUR COMPRENDRE LES PERCEPTIONS ET LES SENTIMENTS DES ENFANTS DE 7 ET 8 ANS DECOURS DE FORMATION DANS LE FOOTBALL.**

**RÉSUMÉ**

Cette recherche, de caractère qualitatif et de caractéristique essentiellement descriptive, a eu par but connaitre ce que les enfants pensent et éprouvent par rapport aux entrainements/cours de football en plus de comparer deux instruments de récolte de données : dessein commenté et interviewe. Pour cela, on a effectué une recherche de champ dans laquelle six enfants âgés de 7 et 8 ans ont exprimé ses perceptions à l'égard des cours/ entrainements de football par moyen de deux instruments différents : a) le dessein suivi de commentaires ; b) l'interviewe sans être précédée de dessein. Le traitement des donnés a été fait par l'intermédiaire de l'Analyse de Contenu et il a permis d'avoir les résultats suivants : a) comparé à l'interviewe, le dessein commenté a été efficace pour la plupart des élèves qui ont pris part à l'étude, mais non pour tous ; b) Les activités qui joignent le processus enseignement-apprentissage à des composants ludiques, spécialement la situation de jeu en soi, sont très significatives et elles sont la source de satisfaction des enfants, aussi bien que le travail ayant trop d'exercices et peu de temps d'amusements et de jeu de football proprement dit est la raison principal des insatisfactions, selon la perception des enfants. Ces conclusions ont été obtenues sous les circonstances et les limitations subjacentes a cette étude, en signalant que de nouvelles recherches à propos de l'usage de desseins comme moyen d'expression infantile dans des recherches, de même que la valorisation de l'opinion des enfants à l'égard de programmes d'activités physiques peuvent être bien avantageuses pour approfondir les recherches et les pratiques pédagogiques adressés à l'enfance.

**MOTS-CLÉS:** dessein commenté ; interviewe ; enfant ; football.

**ENTREVISTAS CON LOS COMENTARIOS Y DIBUJOS: COMPARACIÓN DE LA EFICACIA DE LOS INSTRUMENTOS NECESARIOS PARA COMPRENDER LAS PERCEPCIONES Y LOS SENTIMIENTOS DE LOS NIÑOS DE 7 Y 8 AÑOS DE CLASES DE ENTRENAMIENTO EN EL FÚTBOL.**

**RESUMÉ**

Esta investigación, de calidad y carácter esencialmente descriptivo, el objetivo de conocer lo que los niños piensan y sienten en relación con las enseñanzas de formación / fútbol y comparar dos instrumentos de recolección de datos: comentario de dibujo y una entrevista. A tal fin, se realizó unestudio de campo de cada seis niños de entre 7 y 8 años de edad expresaron sus percepciones de la práctica escolar / de fútbol a través de dos instrumentos diferentes: a) el diseño seguido por comentarios sobre el mismo; b) entrevista no ha sido precedida por el diseño. Análisis de los datos se realizó por medio de análisis de contenido y ha permitido la reunión de los siguientes resultados: a) el diseño discutido en comparación con la entrevistapodría ser eficaz en la mayoría de los estudiantes que participan en el estudio, pero no todos, b) Actividades unirse a los componentes de entretenimientode enseñanza-aprendizaje, en particular la situación del juego en sí, son una fuente muy importante de la satisfacción y los niños, en la misma medida que el trabajo con el exceso de ejercicio con poco tiempo para jugar y jugar al fútbol adecuadamente dijo que es la principal causa de insatisfacción en la percepción de los niños. Estos resultados se obtuvieron en las circunstancias subyacentes y las limitaciones de este estudio, señalando que las nuevas investigaciones sobre el uso de dibujos como medio de expresión infantil y la investigación, así como el rescate de la opinión de los niños sobre los programas de actividad física puede ser muy rentable para la profundización el investigaciones y las prácticas pedagógicas dirigidas a los niños.

**ENTREVISTAS E DESENHOS COMENTADOS: COMPARAÇÃO DA EFICÁCIA DE INSTRUMENTOS PARA O CONHECIMENTO DA PERCEPÇÃO E DOS SENTIMENTOS DE CRIANÇAS DE 7 E 8 ANOS SOBRE AULAS DE TREINAMENTO NO FUTEBOL.**

**RESUMO**

Esta pesquisa, de caráter qualitativo e de cunho essencialmente descritivo, teve como objetivo conhecer o que as crianças pensam e sentem em relação aos treinos/aulas de futebol e comparar dois instrumentos de coleta de dados: desenho comentado e entrevista. Para tanto, foi conduzida uma pesquisa de campo na seis crianças com idade de 7 e 8 anos de idade expressaram suas percepções acerca das aulas/treinos de futebol por meio de dois instrumentos diferentes: a) o desenho seguido de comentários sobre o mesmo; b) entrevista não precedida de desenho. O tratamento dos dados foi realizado por meio da Análise de Conteúdo e possibilitou o encontro dos seguintes resultados: a) o desenho comentado comparado com a entrevista pôde ser eficaz com a maioria dos alunos participantes do estudo, mas não com todos; b) As atividades que unem processo ensino-aprendizagem a componentes lúdicos, em especial a situação de jogo em si, são muito significativas e fonte de satisfação das crianças, na mesma medida que o trabalho com excesso de exercícios com pouco tempo de brincadeiras e de jogo de futebol propriamente dito é a causa principal das insatisfações, na percepção das crianças. Estas conclusões foram obtidas nas circunstancias e limitações subjacentes a este estudo, apontando que novas pesquisas sobre o uso de desenhos como meio de expressão infantil em pesquisas, bem como o resgate da opinião de crianças acerca de programas de atividades físicas podem ser bastante profícuos para o aprofundamento de pesquisas e práticas pedagógicas voltados à infância.

**PALAVRAS-CHAVE:** desenho comentado; entrevista; criança; futebol