# 85 - THE DEVELOPMENTAL TEACHING VOLLEYBALL FOR CHILDREN OF 9 TO 11 YEARS OF AGE.

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## INTRODUCTION

In this work we reference the theory of developmental teaching from productions Vasili Vasilievich Davydov aiming to support teaching practice volleyball by theoretical assumptions underlying the scientific training of theoretical thought from the learning activity. The thought of Davidov was influenced by studies of Lev Vygotsky, especially the relevance of schooling to the appropriation of scientific concepts and the development of thinking skills from the production of cultural assimilation of humanity. Also inspired by the Alexei Leontyev knowledge that investigated the fundamentals of human psychological development and systematized a psychological theory of human activity. The term developmental teaching as Chaiklin (2002), involves creating opportunities for students to investigate problems that let them develop a theoretical relationship with the particular subject.

> Os pedagogos começam a compreender que a tarefa da escola contemporânea não consiste em dar às crianças uma soma de fatos conhecidos, mas em ensiná-las a orientar-se independentemente na informação científica e em qualquer outra. Isto significa que a escola deve ensinar os alunos a pensar, quer dizer, desenvolver ativamente neles os fundamentos do pensamento contemporâneo para o qual é necessário organizar um ensino que impulsione o desenvolvimento. Chamemos esse ensino de "desenvolvimental". (DAVÍDOV, 1988, p.3)

Thus, we can assume that in the case of teaching sports volleyball development of teaching in developmental perspective should provide conditions for the student to mentally internalize and incorporate in their motor repertoire the most effective ways of applying gestures technicians volleyball game, and that, even in the face of seemingly new and unforeseen situations that happen during a game, may have developed the ability to mentally organize the concepts, information, and knowledge necessary to discern situations and make decisions and most accurate movements in concrete situations . (LIBÂNEO, 2004)

The overall objective of this research was to observe regularities occurring in developing the teaching experiment in training young beginners volleyball, aspects of ownership and generalization of core concepts of the game of volleyball, with the development of teaching and learning in the context of teaching developmental. More specifically intended to verify and describe significant elements of formation of concepts, concepts of ownership and generalization of concepts by students, before the development of the proposed content for teaching volleyball.

## MATERIAL AND METHODS

The present study was developed from a formative teaching experiment that is part of the research so cultural-historical theory. In this research model seeks to understand the development of the mind of the student as a conditioning event to their culture. It is considered therefore that the researcher who developed the experiment will actively influence the psychological processes that will be investigated in relation to the actions / activities that will propose to the students. The basis of this experiment on the idea of "zone of proximal development" proposed by Vygotsky (2007).

The formative teaching experiment aims to systematically create certain provisions in student mental important to the domain of the central concepts of a particular object of study with the possibility of generalization to other situations. (Davidov, 1988, p. 196th). Thus, the syllabus becomes the formative experiment, one intentional educational intervention aimed at awakening the student certain mental actions capable of changing their existing mental functions. Therefore, the researcher plans outlining actions the objectives and pedagogical actions; puts the teaching plan in place for a predetermined period; observes and records the regularities occurring in the actions of the teacher and students; analyzes records from the criteria stipulated by evaluating the actions of the experiment, the students desempeño evaluating and proposing actions likely to recast the pedagogical practices.

The population / sample who participated in the experiment were six children of both sexes (three boys and three girls) volunteers, aged between 9 and 11 years of both sexes who came regularly attending programs of sports initiation of ESEFFEGO. We use as instruments of data collection a questionnaire of open questions, observations and footage. Aiming to get information and / or knowledge of the problem to find out answers to our questions (Lakatos, 2001, p. 186), we used the technique "direct documentation" in the search field. Also returned interest for the study group, aiming at understanding various aspects of society, in which the technique of "intensive direct observation" can be useful for not only consist in seeing and hearing, but also to examine facts or phenomena that wished to study (IDEM, p. 190).

The researcher followed all sessions (classes) that have been developed, but did not interfere in their development. Leaving it to the members of the study group (volunteers) the development of pedagogical actions with the experimental group. The activities were developed in the Gym I ESEFFEGO the months of October and November, on Saturdays from 14:00 to 16:00 hours, paying a total of 18 hours of activities with students. The materials used were all supplied by ESEFFEGO, being composed of balls volleyball net with poles, chalk, plastic hoops, cones and plinths. The five (5) academic subjects participating in the research group, which in this work and in the experiment were called "teachers" went through a period of preparation for one semester prior to the development of the syllabus. This preparation aimed to greater ownership of the group in relation to the scientific assumptions of the Theory of Developmental Education, Theory and Cultural-Historical Activity Theory. The analyzes were done in a qualitative way that according Creswell (2007) seeks to explore the facts.

### The design of the experiment didactic training

The planning of the teaching experiment formative always carries an intentionality, because, as I said Leontjew (1979), there is no human activity that seeks to address a need not addressed to a goal. Therefore, the implementation of this plan considered the initial motives of the students, but also sought through reflection and action learning to put them in mental activity to create new motifs.

The contents worked on the syllabus were: a) The history of volleyball b) The core concept of the game of volleyball c) The secondary attributes for the game of volleyball: serve, tap over and headline (the rest of the game content were not worked on

this occasion). The theoretical and scientific knowledge regarding the contents were arranged for students intending to take them to associate the theoretical understanding with practical actions of the game. Thus, we take as basis the contribution conceptual already consolidated in the history of the sport volleyball and expressed in scientific literature in the area to take the pupil to think, or to learn for yourself what is the cultural heritage produced throughout the history of volleyball. The learning tasks sought form the theoretical thinking in encouraging the mastery of logical procedures regarding several ways to move and position yourself properly for the game of volleyball.

We requested the participation of students in the following competencies to analyze and understand the kind of motion best suited to be executed on the characteristics of the action (move) that the game takes place in practice; correlate the successes and failures in the actions of the game as a way to find the best strategies of movements upon the occurrence of new shares similar previous ones; conveniently explain and discuss the rights and wrongs of the actions that occurred during the act of play, featuring the concepts of the domain of the fundamentals of the game.

To formulate a class structure allowing us to achieve the goals of this experiment we used as a base propositions Davidov (1988b, p. 181), where the organization of activities follows a scheme run ordered from simple to complex, given that the key proposal is a reflection that develops from the abstract to the concrete. Thus, we developed a framework for working in the teaching contents formative teaching experiment: Initially were worked their scientific concepts, where students had the opportunity to reinvent the object of study from the need to solve problems posed by the teacher, the second moment was working a theoretical contribution to science students, which included the formulation of concepts, definitions of terms, the study of the historical evolution of the object of study, experimentation movements and their variations, demonstrations of movement patterns, analysis of possibilities biomechanical execution of movements and reasons of international rules established for the practice of specific movements, the third time was intended for reflection and evaluation of the process as a whole.

Therefore, the contents were developed so that the activities of the subjects demanded an active role in learning, especially in the development of thinking skills and cognitive skills. As, Davidov (1988, p. 196): “O método do experimento formativo caracteriza-se pela intervenção ativa do pesquisador nos processos mentais que ele estuda”.

A relevant aspect of research: students' motives. According to Davidov, the reasons we give indications for organizing learning tasks. Thus, the student's way of thinking will be influenced by the conditions of mental development he's had, and which were offered by educational activity during their lifetime.

**RESULTS AND DISCUSSION**

The contents of "The history of volleyball" was developed by one of the "teachers". Each 'teacher' developed a theme while others watched and gave them the necessary support for development activities. So, this content began with a unusual experience. The experience of hammering a nail.

The 'teacher' gathered all the students around a table on the floor, some nails and a hammer. He was asked to preach some of the students a nail into wood they had been provided. The objectives of this task were to lead students to understand that in any human life activity, usually has a specific knowledge that has been produced by mankind. In case the required experience, those students who have already seen someone drive a nail or already systematized their own way from other experiences, have had better performances. What should be clear in the minds of the students was that all knowledge is historical, cultural and social, and therefore, it may be appropriate for everyone. When seeking a new experience, should find out what humanity has produced about it, understand the steps made by one scientist, and from then on, open up possibilities for further progress on the knowledge regarding the particular object of study. The perception we had about this experience led us to believe that they understood the proposal of 'teacher'. But that did not seem so important. The idea that they passed, and that was later confirmed in other procedures, was that they understood that they would learn to play volleyball was in practice, practicing and repeating often. That is, the ability to understand that they should start organizing things, first mentally, then start putting into practice, since it stood for as an academic challenge.

**LEARNING THE FUNDAMENTALS**

Learning from the other fundamentals of the game of volleyball activities were analogous to serve under which we will discuss and therefore served as the basis for this discussion of this work.

To start teaching activities of drawing underneath the 'teacher' sought to develop with the students forming the core concept of the foundation and its secondary attributes. He began the process of learning problematizing the issue. What is the purpose of the withdrawal within the framework of the game of volleyball? How the service can foster the ability to play on a team? So what is the best way to run the service? With these questions, the teacher wanted to assess the level of students' knowledge of the plea withdrawal and somehow create a meta-level (Fichtner, 2010) in their minds that would facilitate the development of tasks.

The responses recorded in the statements of the students were always objective like "the serve is to start game", "can not step on the line," "have to slam the ball" etc.. Done that the 'teacher' went to order some more theoretical interventions on the plea withdrawal, considering that this activity intended to increase the students' theoretical support on the ground. The intention of the 'teacher' was not ready to bring knowledge to students, but instrumentalize them so they could participate in the practical tasks of drawing underneath with a conceptual basis and minimum required. The idea was to reinvent the sack on bringing students realize how this knowledge was socially systematized by those who dedicated themselves over time to study and practice the game of volleyball. Thus, the 'teacher' was not meant necessarily lead students to discover how to put the ball in play with the stroke of a hand, even because this knowledge is precisely what they have demonstrated their sporting experiences, knowledge pragmatist ( returned to action). As I said Libâneo (2008b, p.17):

> A melhor metodologia de ensino, em qualquer disciplina, é aquela que ajuda os estudantes a todos os dias e em todas as aulas, a pensar teoricamente, ou seja, cientificamente, com os conteúdos e métodos da ciência ensinada. Compromisso com o conhecimento científico.

Otherwise, we could say that a successful withdrawal brings in its interpretation nuances that go far beyond the apparent reading of a ball that is hit and moves across the net to the other side of the volleyball court. The 'teacher' assumed that the student should be able to draw with autonomy and the ability to justify their actions in theory. Thus, specifying best had to study with students, for example, how the ball behaves when it receives volleys in different positions relative to its center of mass, whereas this knowledge is crucial in the field he has the act of putting the ball at stake. As a student must position themselves in relation to blow that will take the ball depending on the strength of its intention, direction and trajectory drawing. In this case, the basic premise is that the appropriation of this object of study will give students more properties to analyze their movements and also give you more theoretical basis for making judgments about other game actions from the concepts of how a ball moves in relation the action that is taken on it. Therefore, in an accessible and relevant to the subject of the investigation 'teacher' was

aimed at providing students with a theoretical framework that would enable mediate their own actions during learning. Finally, knowledge that will be important for students to realize and decide on which way to move your body in relation to the ball and the context of the game.

Some questions about the looting were more punctual. The 'teacher' concludes in exchange of experiences with students that there are at least four types of looting widely used by players worldwide. The service type "travel", used by more players in more advanced state of development and whose main characteristic power (speed strength); serve type "shoes" and serve "balanced" are best used at intermediate levels of development ; and serve "under" is a service that most teaching where students will develop a greater sense of tactical application of loot in the game. The 'teacher' spoke of the various ways we can make a drawing underneath. A first consideration mentioned ball itself. The actions that the player does not exactly in relation to the ball, but in relation to the center of mass of the ball. It is precisely the impact relative to the center of mass of the ball, the more airflow in the environment that will be set as your background and the characteristics of their displacement.

Thus, a challenge was put to the students: What is the way to draw down more effectively, ie, a way to draw that favors mastery over this ground game? The purpose of this activity was causing students to the need to pursue the path that systematized scientific modes (Davidov, 1988) more convenient to serve in volleyball. In this creative process expected to arise various mental actions, new problems and, above all, a desire / curiosity to understand and take ownership of the draw mode suggested by the 'teacher'.

As a strategy, the students began to experience a series of variations on the action moves to withdraw. These variations, in contrast, are not depicted as exercises ready to be done mechanically, because the same exercises prepared by the teacher are in disarray, not a sequence of activities consistent with the move to more balanced achievement of looting. It is therefore purposeful activities (Leontiev, 2004; Davidov, 1988b), whose main purpose was to encourage students to understand the different variations of sensations of motion and may cause him to reflect on and analyze what the movement more to draw upon relevant theoretical base that had been built in 'his head', ie its base on the relationship with the volleyball. So, to paraphrase Libâneo & Freitas (2009) the activity of student learning provided by academic provide the intended acquisition of theoretical-scientific and, consequently, to enhance their mental development. Thus, some activities were developed: Hit the ball with your dominant arm and then with the nondominant arm; Striking the ball with the dominant forearm and then with the nondominant forearm; Striking the ball with the fist / dominant hand and then with the handle / non-dominant hand; etc.. There are numerous situations that students can experience the various content provided or by request of the teacher or by imagining and creating their own. Therefore, it is expected that the student with the trials can establish the maximum possible relationships between the theoretical he has created and the meta-level to achieve it. This process should result, or the discovery of logical systematic way by science, or new problems, new objects for ownership of it.

The fact that the 'professor' has oportunizado activities for students to understand the complexity involved in looting Volleyball favored obtaining more information about the condition of the group in relation to the object of study. That is, the 'teacher' was the reality of knowing better serve the students and underneath they recognized their limitations properties with more individual and collective. Became more understandable in the minds of students who serve under an appropriate technique which had posed a series of coordinated actions of the subject in relation to the ball in half and circumstantial. In fact, the 'teacher' consciously wanted to share with students the understanding that the service can be executed with precise movements, regularly hit, saving unnecessary effort, and reduce the risk of trauma and injuries biomechanically disadvantageous positions. After all, in the game of volleyball, successful action to draw an overrun individual and collective before a goal.

**CONCLUSIONS**

Experiments committed during the development of teaching and learning in the subjects involved have produced new insights and new concepts about the pedagogical practice. Subjectivities were referring to the triangle didactic teacher, students and subject matter. Subjectivity is precisely the interpretation of the degree of satisfaction of the needs involved in the process, be it a material need or ideal (Leontiev, 1992). The experiment had a general reason which was synthesized in their goals to be achieved. In theory, these goals should be common to all the interests of the individuals involved in program activities. But as we know, are the concrete conditions of the activity that will determine the operations corresponding to each action. This implies that think different goals can be achieved, or not, during the development activities. So, somehow, the subjects who were involved in the activities contemplated a greater or lesser degree their motives, given the conditions that were didactic disponibilizas for the event. It behooves us, here, in possession of information obtained in the process developed to evaluate the scope and impacts that have been allowed depending on the model of pedagogical relationship practiced.

To better characterize the processing aspects of the subjects involved in the research we make a correlation between the facts abstracted from the analysis of the development of teaching duties with the perception of broader changes observed in individual and collective behaviors. We understand that there was an improvement seen in concepts and demonstrations by students during the process. However, this is an issue that needs further investigation, given that there are other factors that may have influenced this improvement. One of the causes prováreis can assign it the function of education on the basis of the theory of Davidov, because it was too big momentum academics / teachers in the provocation of mental actions and the logical and systematic about learning objects. Therefore, students were given a minimally insistent encouragement towards thinking in action, to seek an explanation for the phenomena and to understand the way the scientist to conceptualize an object.

Another aspect to be considered in changing students' work mode can be attributed to the increased responsibility that they developed for participation in the experiment. The condition of volunteers and spontaneous participation coupled with the influence of the 'teacher' made the self-esteem of students to rise when they were asked to theorize about the contents of the game of volleyball. Over time, they began to feel inside and not outside volleyball volleyball as they seemed to feel when the experiment began.

This ability to 'learn to learn' by an easier path will become clearer when they, for example, begin to use the potential of this educational tool to solve other problems that volleyball will normally appear with the continuing process of learning the game and with the study of new content as the modality of attack systems, coverage and defense, the feints, the specific tactics etc. Therefore, the conclusions we can draw so far on the effect of developmental teaching in students' lives can only be provisional, because the results are shown in volleyball preliminaries, students need more comments and more didactic interventions in other knowledge objects to we can identify, in fact, how they have appropriated think and act with volleyball, within the developmental learning proposed by Davidov.

On this view, the physical education by teaching volleyball showed that, under certain conditions, has great potential for mobilizing individuals and therefore can be said on the field for the development of pedagogical experiments didactic training.

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**THE DEVELOPMENTAL TEACHING VOLLEYBALL FOR CHILDREN OF 9 TO 11 YEARS OF AGE.**

**ABSTRACT**

This study investigated the development of the teaching experiment in the formative process of initiation to learning volleyball for six (6) student volunteers of both sexes aged 9-11 years of both sexes and program participants of sports initiation offered by the School of Physical Education and Physiotherapy of Goiás - ESEFFEGO. The theoretical reasons that the actions of the trial was through the Theory of Developmental Education Vasili V. Davidov seeking the formation of theoretical concepts and scientific about the object under study, from the appropriation of scientific knowledge produced by historical-cultural humanity and purposeful activity. The overall objective of this research was to observe regularities occurring in developing the teaching experiment in training young beginners volleyball, aspects of ownership and generalization of core concepts of the game of volleyball, with the development of teaching and learning in the context of teaching developmental. More specifically intended to verify and describe significant elements of formation of concepts, concepts of ownership and generalization of concepts by students, before the development of the proposed content for teaching volleyball. Data analysis showed that teaching the sport of volleyball can be developed by the assumptions of the theory of developmental teaching constituting a potentially formative process of reasoning capabilities of their own students. It was concluded that the place of the subjects (teachers and students), their motives and their culture are guiding elements of learning activities that can directly influence the results.

**KEYWORDS:** Developmental Education, Learning, Volleyball.

**L'ENSEIGNEMENT DU DÉVELOPPEMENT VOLLEYBALL POUR LES ENFANTS DE 9 À 11 ANS.**

**RÉSUMÉ**

Cette étude a porté sur le développement de l'expérience d'enseignement dans le processus de formation d'initiation à l'apprentissage de volley-ball pour les six (6) étudiants volontaires des deux sexes âgés de 9-11 ans des deux sexes et les participants au programme d'initiation sportive offert par l'École d'éducation physique et de physiothérapie de Goiás - ESEFFEGO. Les raisons théoriques que les actions de l'essai était à travers la théorie de développement Vassili V. Education Davydov la recherche de la formation des concepts théoriques et scientifiques à propos de l'objet étudié, à partir de l'appropriation des connaissances scientifiques produites par historico-culturel de l'humanité et une activité déterminée. L'objectif général de cette recherche était d'observer les régularités qui se produisent dans le développement de l'expérience pédagogique dans la formation des jeunes débutants de volley-ball, les aspects de propriété et la généralisation des concepts de base du jeu de volley-ball, avec le développement de l'enseignement et de l'apprentissage dans le contexte de l'enseignement développement. Plus spécifiquement destiné à vérifier et décrire les éléments importants de la formation des concepts, des concepts d'appropriation et de généralisation des concepts par les élèves, avant le développement du contenu proposé pour l'enseignement de volley-ball. L'analyse des données a montré que l'enseignement de la pratique du volley-ball peuvent être développés par les hypothèses de la théorie du développement de l'enseignement constitue un processus potentiellement formative des capacités de raisonnement de leurs propres étudiants. Il a été conclu que la place des sujets (enseignants et étudiants), leurs motivations et leur culture sont des éléments de guidage d'activités d'apprentissage qui peuvent directement influencer les résultats.

**MOTS-CLÉS:** éducation au développement, l'apprentissage, Volley-ball.

**EL DESARROLLO DOCENTE VOLEIBOL PARA NIÑOS DE 9 A 11 AÑOS DE EDAD.**

**RESUMEN**

Este estudio investigó el desarrollo del experimento docente en el proceso formativo de iniciación al aprendizaje de voleibol de seis (6) estudiantes voluntarios de ambos sexos de 9-11 años, de ambos sexos y participantes del programa de iniciación deportiva que ofrece la Escuela de Educación Física y Fisioterapia de Goiás - ESEFFEGO. Las razones teóricas que las acciones de la prueba fue a través de la Teoría del Desarrollo de la Educación Vasili V. Davidov buscando la formación de conceptos teóricos y científicos sobre el objeto de estudio, a partir de la apropiación del conocimiento científico producido por la histórico-cultural de la humanidad y de la actividad con propósito. El objetivo general de esta investigación fue observar regularidades que ocurren en el desarrollo del experimento de enseñanza en la formación de jóvenes principiantes de voleibol, los aspectos de la propiedad y la generalización de los conceptos básicos del juego de voleibol, con el desarrollo de la enseñanza y el aprendizaje en el contexto de la enseñanza desarrollo. Más específicamente destinado a verificar y describir elementos significativos de la formación de conceptos, los conceptos de propiedad y la generalización de los conceptos por los estudiantes, antes del desarrollo de los contenidos propuestos para la enseñanza del voleibol. El análisis de los datos mostró que la enseñanza del deporte del voleibol puede ser desarrollado por los supuestos de la teoría de la enseñanza del desarrollo constituye un proceso potencialmente formativo de las capacidades de razonamiento de sus propios estudiantes. Se concluyó que el lugar de los sujetos (profesores y estudiantes), sus motivos y su cultura son elementos de guía de actividades de aprendizaje que pueden influir directamente en los resultados.

**PALABRAS CLAVE:** educación para el desarrollo, el aprendizaje, el voleibol.

**O ENSINO DESENVOLVIMENTAL DO VOLEIBOL PARA CRIANÇAS DE 9 A 11 ANOS DE IDADE.**

**RESUMO**

Esta pesquisa investigou o desenvolvimento do experimento didático formativo no processo de iniciação ao aprendizado do voleibol em 6 (seis) alunos voluntários, de ambos os sexos e com idades de 9 a 11 anos de ambos os sexos e participantes dos programas de iniciação esportiva oferecidos pela Escola Superior de Educação Física e Fisioterapia de Goiás - ESEFFEGO. O aporte teórico que fundamentou as ações do experimento foi através da Teoria do Ensino Desenvolvimental de Vasili V. Davídov que busca a formação de conceitos teóricos e científicos sobre o objeto em estudo, a partir da apropriação do conhecimento científico histórico-cultural produzido pela humanidade e da atividade propositiva. O objetivo geral desta pesquisa foi observar as regularidades ocorridas no desenvolvimento do experimento didático formativo em jovens iniciantes de voleibol, nos aspectos da apropriação e generalização de conceitos nucleares do jogo de voleibol, em função do desenvolvimento das atividades de ensino-aprendizagem na perspectiva do ensino desenvolvimental. Mais especificamente procurou-se verificar e descrever elementos significativos da formação de conceitos, apropriação de conceitos e generalização de conceitos, por parte dos alunos, diante do desenvolvimento dos conteúdos propostos para o ensino do voleibol. A análise dos dados mostrou que o ensino esportivo do voleibol pode ser desenvolvido pelos pressupostos da teoria do ensino desenvolvimental se constituindo num processo potencialmente formativo das capacidades próprias de raciocínios dos alunos. Concluiu-se que o lugar dos sujeitos (professores e alunos), seus motivos e sua cultura são elementos orientadores das atividades de aprendizagem que podem influenciar diretamente nos resultados.

**PALAVRAS – CHAVE:** Ensino desenvolvimental; Aprendizagem; Voleibol.