40 - METHODOLOGY OF EDUCATION FOR THE RECOGNITION OF THE WIND AND ITS DIRECTION, APPLIED FOR THE YACHT SCHOOL OF SAIL, THE CHILDREN OF 7 THE 11 YEARS.

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INTRODUCTION

The latismo sport has as characteristic main the use of the motor force of the wind that produces energy on the boat, what it results in its displacement. The knowledge of the wind and its capacity to produce force on the boat the sail is the main point for the basic agreement of the learning of this sport. Fernandes (2006), in its study on the application of the methodology of the Physical Education in the latismo, describes a demonstration of the action of the wind on the surface of the sail where if the sail of the boat uses a sheet of paper representing and when to blow the superior surface of this paper, the same it is put into motion to show that the wind not only pushes the sail, as also pulls. This technique developed in this course of sail can give conditions so that seven children the eleven years can identify an element of the nature that is abstract and invisible to the human eye. With this, the present research search's to answer the following ultimate issue: the methodology of education for the recognition of the wind and its direction, effected by the Yacht School of Sail has theoretical base and technique that its efficient application for seven children allows the eleven years?

A qualitative research with case study was effected, that as Linn (1986 apud Thomas and Nelson, 2002, P. 322), "the qualitative methods of research generally include comments of field, narrative studies of case, ethnographic and stories". With this, this inquiry promoted a series of evaluations on the application of the methodology of education created for the Yacht School of Sail in the year of 2007 and its capacity technique to carry through the assimilation of this knowledge in its pupils who are understood in the year seven band the eleven years; there another observed point was the educational process, its pedagogical progression and exercises practical to compare with the project "Main with there the Pate" of the Academy of Sciences in France and its national version "the Hand in the Mass"; it was still observed, if this methodology is in accordance with diverse authors and educational agencies.

The present study if it justifies, when it intends to observe and to evaluate a methodology of education and with this, to allow pondering on its effectiveness how much to the process education/learning. This research, in such a way, will give subsidies so that the applied methodologies reverse speed-are analyzed what it will allow the update of the education of this sport, beyond taking more adequate stimulations in the certain time the pupils of the diverse courses of sail, and thus benefiting to the thousand of children and futures sportsmen.

THE WIND AND TO USE

The progress and the curiosity human being had induced the human being to search places not yet known. Civilizations with five a thousand years of history had more than used boats that if served of the energy of the wind to dislocate them selves.

In accordance with Fernandes (2006, P. 42):

The millenarian one has carried the sail is since the primordial of the history of the humanity a way of leisure and business, and this fact put into motion thousand of people of diverse generations throughout the times in function of the activity of navigation, with this can be assumed that good part of the human beings of the present time had in some point of its hereditary line, a navigator.

As much air as substance, as its dynamic form wind, is didactic substances that are worked in the book Enseigner Lês Sciences to the L' Ecole, created in 2002 for the Academie you give You read Sciences de Institut de France and introduced in Brazil for the Brazilian Academy of Sciences. In this book, that is part of the project "Main to There the Pate There", or its Brazilian version "the Hand in the Mass", if finds boardings on the wind and air as substance, with the objective of education for the four first series of Basic Ensign of Brazil and in the three first cycles of French education, what it confirms the importance to develop the knowledge of the element air and its dynamic form, wind, since early in the life of the child. As if it can observe in the conception of this project, where:

The general idea woollen Main to There the Pate, of Brazil - the Hand in the Mass, as unfolding of the active pedagogia, already practised for a good number of professors in the initial series of Basic Ensino, consists of making with that the child participates of the discovery of objects and phenomena of the nature, contacting them as object of comment and experimentation in its reality, stimulating the imagination and developing the domain of the language: the child if appropriates of consolidated knowledge (BRAZILIAN ACADEMY OF SCIENCES, 2005).

THE SPORT THE SAIL AND THE EDUCATION OF THE WIND

Today some types of boats and plates to exist the sail that is wide used for the seas, rivers, lakes, bay lagoons and of the planet. On the other hand these equipment needs instruction for its adjusted use, fact that stimulated the formation of the sail schools and its methods of education, with had the instruction on the wind and its functions in this sport. Some didactic books and materials had been elaborated with intention to teach practical of the sport the candle, however although many to abide by the factor wind, finish making of form technique and for sailors of competitions, as in the known book: Tactics of Regattas, written for Manfred Curry (1964, p.11), where it speaks on "the knowledge of the wind technique", in another great book with the heading "Sailing of the 8 to the 80", of the famous writer Geraldo Luiz Miranda de Barros (2005), is developed an excellent gamma of basic information on the wind, therefore as he himself says: "so soon you if it becomes one better sailor-sail-boat will want to know more on as the wind works however in this period of training, we present only one few facts that you need to know" (BARROS, 2005, p.53, grifo of the author). In this wonderful work the author speaks on some factors of the wind, however he makes it for an ample public of readers and with this he does not reach the adjusted didactics to teach seven children the eleven years. In the workmanship of enormous amplitude in the half nautical, "To sail it is Easy"; this exactly author affirms in its chapter on the wind, that "even so the study of the wind is on the Meteorology of what the Navigation, the understanding of certain aspects will be useful to the navigators in diverse occasions" (BARROS, 2006, p.370); again a survey is effected technician and perfect didactic

on the education of this force of the nature, however without indicating or mentioning forms to act with this substance in children where the proper perception of the wind is an incognito, as in the beginning ages of this sport that they coincide with little age, where still this being developed the cognitive of these pupils.

Another method, that still very is used today for the education of this sport, is the process of education elaborated for the sportsman that is not professor of Physical Education, where exists some mechanical teachings and of repetition, what not cousin for the adequate stimulation of important factors, as for example: the wind. The boat the sail makes use of the motor force of the wind, responsible for the generated energy that results in the displacement of the boat. To develop education/learning of this knowledge is a crucial factor for any methodology that objectifies the education of the latismo sport. In accordance with Libaneo (1994, P. 89):

Education, thus, is an adjusted combination enters the conduction of the process of education for the professor and the active assimilation as independent and independent activity of the pupil. In other words, the education process is an activity of mediation for which the conditions and the half ones for the pupils are provided to become active citizens in the assimilation of knowledge.

In such a way the education in all the aspects, either pertaining to school or porting it, to be about themselves of a set of action that they aim at to manage the stimulations certain with the objective to provide the assimilation of the knowledge, with this, we remember celebrates it phrase of Pablo Freire (1987, P. 68): “nobody educates nobody, nobody educates itself exactly, the men if they educate between itself, mediatizados for the world”.

It was observed that the invisible aspect of the wind for children with minor who eleven years if becomes a factor of difficulty for its agreement and recognition, this fact becomes its boarding a challenge for the professors of this sport. It is, then, important to analyze the factors that involve the assimilation of knowledge; with this we appeal the Piaget (1995) that he relates to abstraction empirical when education approaches of relations logical-arithmetical, where it assigns it as the one who if supports in physical objects or material aspects of its action, as for example, movements, pushes among others, observes itself despite; this abstraction could not be constituted of pure “readings”, therefore, to be abstract in thought from an object, either it which will be, or its property, if it makes necessary to soon use of beginning instruments of assimilation happened of projects conceptual sensorial-engines or, that are not supplied by this object and yes constructed by the citizen previously; however, no matter how hard the empirical abstraction needs these projects, the experimental heading it does not mention itself to the projects and yes, search's to reach the information that come of the exterior, that is, objective a content where the projects if restrict in focusing forms that allow to assimilate the content.

On the other hand Skinner (1972, p.2) approaches the subject acquisition, where it says that the “ambient 0 variable neglected by the growth or development, finds place in one second metaphor in which the pupil acquires, of the world that the fence, knowledge and ability” through the education, where the professor “plays the active role of transmitter”. In its theory of learning, Vygostsky, according to Fontes and Freixo (2004, P. 15), differentiate development learning, where the learning, “is a complex process social, culturally organized, human, specifically universal and necessary to the development process”, that is, the development precedes the learning. This salient author the importance of the interaction between pupil, its colleagues and the professor, therefore, according to Fontes and Freixo (2004, P. 15), for it “the awaken learning a set of internal processes that only operate when the pupils are in interaction with the colleagues or the professor”. In such a way one searched in this research to observe the assimilation of the element wind, for the pupils of the basic course of sail, where it was verified that these apprentices had problems in the identification of the direction of the wind; that as Barros (2006) it describes, of competent form is the direction of where the wind blows and for where it goes is its route, with this the simple fact of these children not to obtain to perceive this direction, becomes difficult the assimilation of the sailed basic point of one, that it is the relation of edges (direction where the boat this walking) of a boat the sail with the direction of the wind at the moment of its practical navigation.

It can be said that the education is an ample concept that make reference to reference the method of unilateral development of the personality, and that it encloses the formation of qualities human beings - physical, intellectual, moral, aesthetic - in view of the aiming of the activity human being in its relation with the social environment, in a careful context of social relations (LIBANEO, 1994). With this, it is important to observe in any method or didactic material, the forms where they will be boarded basic item for the cognitive formation with the objective of the assimilation of the substance proposal.

METHODOLOGY

The present work effected a qualitative research through a case study, that in accordance with Andrés (1980 apud SERRANO, 1994, P. 79), “the method of case study is essentially active e, therefore, applicable in innumerable fields where if it treats to efficiently combine the theory and the practical one”. This type of research, according to Thomas and Nelson (2002, P. 294):

[...] is not confined to the study of an individual, but it can be used in research that involves programs, institutions, organizations, structures politics, communities and situations. The case study it is used in qualitative research to deal with critical problems of practical and to extend the base of knowledge of the some aspects of education, physical education, science of the exercise and science of the sport.

Segundo Linn (1986 apud Thomas and Nelson, 2002, P. 322), “the qualitative methods of research generally include comments of field, narrative studies of case, ethnographic and stories”. Another aspect of this research is the fact of the researcher not to act on the 0 variable manipulating them and yes to objectify its interest in the process with bigger emphasis of what in the product (THOMAS and NELSON, 2002).

In this methodology the investigator observes the scene and the people through a holistic look, and it does not reduce the scenes, people or groups the 0 variable and yes consider them as a whole (SERRANO, 1994). The research was developed through comment and a collection of data that allowed verifying the application of the methodology and pedagogical progression of the lessons on the education of the wind of the Yacht School of Sail in Scaffolding of the Búzios, Rio de Janeiro - Brazil.

In accordance with Thomas and Nelson (2002, P. 296) “the basic to consider in observational research include the behaviors that will be observed, who will be observed, where the comments will be lead and how many comments will be made”. In such a way, this work it objectified its comment in the pedagogical performance of the methodology in question and the fifteen pupils registered the basic course of candle of the searched school. The observed methodological point was the education of the element of the nature, wind. The period of accomplishment of the comment was of March the April of 2007 during the sixteen hours/specific lessons for the development of the education of the wind and the factors of linking with this sport.

With the objective of if getting a directed comment the goals of the research; instruments and objects of comment had been created. Having as base the main objective of the observed methodology, that is the learning of the knowledge of the element of the nature, wind, can be legalized practical and theoretical exercises and evaluations, that resulted in the taking of data necessary to give to solution the central problematização that is: the methodology of education of the recognition of the wind

and its direction, effected by the Yacht School of Sail, in seven children the eleven years, have theoretical base and technique that its efficient application allows?

PRESENTATION AND QUARREL OF THE RESULTS

The sail course started in day three of March of 2007 with the presence of fifteen pupils, divided in two groups, where the content initial of the basic course of candle was managed, in equal text for the two groups that has as main objective the recognition of the wind, its direction and its function in this sport. To identify the previous knowledge of the pupils on the wind, it was applied, a practical exercise and an interview in group. The interview searched to collect given, with the application of five opened questions, on the agreement of the pupils in relation what it is the wind, as it acts on the sail of the boat and as, in the opinion of the pupils, the boat if it dislocates in diverse directions with the performance indicated for them. In the practical exercise the pupils had been taken until the beach where the wind was sensible with speed between 13 and 16 we (24 and 29 Km/h), in accordance with the meteorological station 300 Oregon MHz, and then was requested that the children pointed with respect to the direction of where comes the wind. The results of the interview and the practical exercise had pointed that: the children when entering the sail course did not have the specific knowledge of the wind and its real action on the boats the sail; it was observed in the practical test that the majority of the children did not obtain to orient in relation to the direction of the wind being demonstrated the inability to feel the wind and to perceive of where it this come, as well as had not been capable to identify half that the direction of the wind determined them.

After the first retraction of data cited above, I initiate it lesson and its specific practical theoretical methodology/on the wind and its directions and functioning on the sail, was effected, then a demonstration of this functioning with the use of a sheet of paper, used to substitute the sail of the boat, the professor, then it held the tips of the paper and when straining it effected it a blow; first in the superior part what it generated a visual effect of the force, known as sustentation force; where the paper was forced for top, this act was followed then, of the clarification of that the wind when deviating in this surface generates a “suction” and in such a way the leaf if it moves in this direction. When to blow underneath the leaf was forced to go up and in such a way, it objectified to demonstrate that the force of the wind to if supporting in this surface has the action to push. This exercise was finished with communication of that the wind “sucks and pushes” the leaf and the same it occurs with the sail.

Soon after this moment and several practical different the professor returned all the pupils to the initial point and to blindfold the eyes of them requesting the same previous movements; of this time all had had that to interact with its sensibilities, it still had a confusion in some pupils who to the floor in the wrong direction had been guided to stop where they were and to remove to blindfold being observed the direction that had taken and for where would have to follow. This practical was affected in some lessons.

With the finishing of this phase of the methodology the researcher interrupted the sequence of the lessons and applied the practical exercise that learning of the factor objectified to evaluate the progress of the education process/wind, how much its direction and cardinal nomenclature. At this moment exercise the same applied at the beginning of the research, being that of this time was executed, of individual form. The pupils had been taken, individually, until the beach where the wind was sensible with speed between 12 and 14 we (22 and 26 Km/h) in accordance with the meteorological station 300 Oregon MHz, ideal condition, therefore was well similar to the joined one in the initial exercise. The result of this evaluation demonstrated that it had a significant improvement in the recognition of this element of the nature, therefore, twelve of the fifteen pupils had obtained to show the direction of the wind and to inform which its cardinal name and the three that they had not obtained had informed the certain direction, however to make a mistake how much to the nomenclature.

With the continuation of the lessons the professor when initiating affected the practical one to go to the beach and to request the direction and its cardinal nomenclature. After this practical and the theoretical teachings with me assist of a white picture, the pupils passed to the use of the boat the sail and received the instruction from the relation that these equipment had with the direction of the wind. The practical part was effected inside of a pedagogical progression where if it initiated a pupil for time, in a boat with the performance of the professor to its side and holding a on handle to the nose (front part of the boat); in such a way the professor can give the information on the use of the equipment and its relation with the direction of the wind and after that places it in practical. The teachings how much to the return maneuver they were informed verbally and effected with aid of the professor, to demonstrate the movements. To the few the handle was removed and practical controlled for the professor with aid of a megaphone and a demarcating buoy, that it delimited until where the sailor would have to follow and then to proceed to the return maneuver. With the time they had been if adding more sailors and boats at the same time, what it forced the professor to follow in another boat. This practical lasted until the end of the period of as the month, where he was requested to the pupils who walked in variations of the edge traverse (direction where the boat sails, where the wind enters in an angle of 90 degrees with the axle nose - poop).

With the end of the phase of education of the wind of the practical one to sail in relation its direction, the researcher interrupted the sequence of the course for the third evaluation. Two evaluations, a theoretician had been applied and practical other. The theoretical evaluation occurred with an individual interview with five open questions that objectified to analyze the consolidation of the knowledge on the performance of the wind on the sail and its manuscript.

The practical exercise of evaluation occurred at two moments. At the first moment it was asked to each pupil, in the beach in similar conditions the previous ones, which the direction of the wind and its name in relation to the cardinal directions. At as a moment each pupil individually had that to sail between six buoys, separate with similar distances and disposal that the direction change became obligator the small sportsman; hour next to the direction of the wind, hour more moved away from this direction. These buoys had followed an imaginary axle that was made use in the traverse of the wind, that is, with the perpendicular wind to the main axle. These sportsmen had been followed of close by the armed researcher to a boat.

The result of this last phase of evaluation determined that: how much to the recognition of the wind and in relation to the previous evaluations, the pupils had had a significant assimilation of the education process/learning, therefore all had carried through the practical exercise to make right and had answered in the same way to the questionnaire of the interview; how much to the exercise practical to sail, only four of the fifteen pupils if had shown confused with error-free the procedures necessary to effect the sailed one.

CONCLUSION

The pedagogical process considered by the candle school is compatible with the form known of education/learning, in accordance with recognized authors on the subject and with the national agencies of education, therefore it privileges the pedagogical progression and the application of stimulations that assist the pupil in the agreement of the displayed one; e still follows the line of learning making proposal for the book Enseigner Lês Sciences to the L' Ecole, of the Academie you give You read Sciences de Institut de introduced France and in Brazil for the Brazilian Academy of Sciences. In this book the project “There

Main to There the Pate", or its Brazilian version "is displayed the Hand in the Mass".

It is considered that this methodological form must be worked and be improved, being important the application of methods of equal or similar education/learning to the considered one for this school of candle, how much to the treatment given for the education of the wind, mainly for children of the year proposal for the current research.

It is still considered, that a more extensive study it must be effected and if possible with a bigger group of pupils with year seven the eleven years.

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METHODOLOGY OF EDUCATION FOR THE RECOGNITION OF THE WIND AND ITS DIRECTION, APPLIED FOR THE YACHT SCHOOL OF SAIL, THE CHILDREN OF 7 THE 11 YEARS.

ABSTRACT

The wind is one of the greatest allied since the foundations of the humanity. The use of the boat the candle more than retraces a history of five a thousand years, and its evolution led to originate the sport the candle and its boats. The majority of the new sailors is initiated in this sport through a candle school that instructs pupils of diverse ages, between these new sportsmen they are children who, had its early cognitive development, process difficulty for the recognition of the element of the nature, wind being important, then that the methodologies of these institutions if withhold of significant form in the education of the wind and its functioning, since this is the main point for the learning of this sport. Practical of the instruction of the this sportive modality and pedagogical knowledge of the Physical Education they are important to adapt an education process/learning that allows to the assimilation of the diverse important factors for the education of the sport the candle. This inquiry promoted a series of evaluations on the application of the methodology of education created for the Yacht School of Candle in the year of 2007 and its capacity technique to carry through the assimilation of this knowledge in its pupils who are understood in the age of seven band the eleven years; another observed point was the educational process, its pedagogical progression and practical exercises comparing with the project "There Main with there the Pate" of the Academy of Sciences in France and its national version "the Hand in the Mass"; it was still verified, if this methodology is in accordance with diverse authors and educational agencies. It was objectified in such a way, to give solution to the central problem that is: the methodology of education of the recognition of the wind and its direction, effected by the Yacht School of Candle, in seven children the eleven years, have theoretical base and technique that its efficient application allows?

KEY WORDS: Sport the Sail, Physical Education, Methodology.

MÉTHODOLOGIE D'ENSEIGNEMENT POUR LA RECONNAISSANCE DU VENT ET SA DIRECTION, APPLIQUÉE PAR YACHT ÉCOLE DE BOUGIE, À DES ENFANTS DE 7 À 11 ANS.

RÉSUMÉ

Le vent est. un des plus grand allies depuis les primórdios de l'humanité. L'utilisation du bateau la bougie retrace une histoire de plus de cinq mille ans, et son évolution a amené à donner lieu au sport la bougie et leurs bateaux. À la majorité des nouveaux navigateurs il s'initie dans ce sport à travers une école de bougie qui instruit des élèves de divers âges, entre ces nouveaux ils sportifs sont des enfants qui, dû son tendre développement cognitif, possèdent difficulté pour la reconnaissance de l'élément de la nature, vent en étant important, alors que les méthodologies de ces institutions se retiennent de forme significative dans l'enseignement du vent et leur fonctionnement, vu que celui-ci est le point principal pour l'apprentissage de ce sport. La pratique de l'instruction de cette modalité esportiva et les connaissances pédagogiques de l'Éducation Physique sont importantes pour s'adapter un processus d'enseignement/apprentissage qui permette l'assimilation des divers facteurs importants pour l'enseignement du sport la bougie. Cette recherche a promu une série d'évaluations sur l'application de la méthodologie d'enseignement créée par le Yacht École de Bougie dans l'année de 2007 et sa capacité technique de réaliser l'assimilation de cette connaissance nous leurs élèves qui sont compris dans la bande étaire de sept à onzes ans ; autre point observé a été le processus scolaire, sa progression pédagogique et exercices pratiques en comparant avec le projet « Là Main au là Pâté » de l'Académie des Sciences en France et sa version nationale « la Main dans la Masse » ; il s'est vérifié encore, si cette méthodologie est conformément à de divers auteurs et à agences scolaires. Il s'est objectivé de cette forme, donner

solution au problème central qui est : la méthodologie d'enseignement de la reconnaissance du vent et sa direction, effectuée par le Yacht École de Bougie, dans des enfants de sept à onzes ans, ont base théorique et technique qui permette son application efficace ?

MOTS CLÉS: Sport Vela, Éducation Physique, Méthodologie.

METODOLOGÍA DE LA EDUCACIÓN PARA EL RECONOCIMIENTO DEL VIENTO Y DE SU DIRECCIÓN, SOLICITADO LA ESCUELA DE LA VELA, LOS NIÑOS DEL YATE DE 7 LOS 11 AÑOS.

RESUMEN

El viento es uno de los aliados de los greaters desde los primórdios de la humanidad. El uso del barco la vela más que retraces una historia de cinco mil años, y su evolución condujeron para originar el deporte la vela y sus barcos. Inician a la mayoría de los sailers nuevos en este deporte a través de una escuela de la vela que mande a las pupilas de edades diversas, entre estos nuevos sportsmen que son los niños que, tenían su desarrollo del cognitivo del tenro, dificultad de los possesss para el reconocimiento del elemento de la naturaleza, el viento que era importante, después ése las metodologías de estas instituciones si retenga de forma significativa en la educación del viento y de su funcionamiento, puesto que éste es el punto principal para aprender de este deporte. Práctico de la instrucción de la esta modalidad del esportiva y del conocimiento pedagógico de la educación física que son importantes adaptar una educación de proceso/que aprende eso permite a la asimilación de los factores importantes diversos para la educación del deporte la vela. Esta investigación promovió una serie de evaluaciones en el uso de la metodología de la educación creada para la escuela del yate de la vela en el año de 2007 y su técnica de la capacidad para llevar con la asimilación de este conocimiento en sus pupilas que se entienden en la venda del etária siete los once años; otro punto observado era el proceso educativo, su progresión pedagógica y ejercicios prácticos comparando con la cañería del proyecto “allí con allí la coronilla” de la academia de ciencias en Francia y su versión nacional “la mano en la masa”; todavía fue verificado, si esta metodología está de acuerdo con autores diversos y agencias educativas. Era objectified de tal manera, de dar la solución al problema central que es: ¿la metodología de la educación del reconocimiento del viento y de su dirección, efectuado por la escuela del yate de la vela, en siete niños los once años, tiene la base y técnica teóricas que su uso eficiente permita?

PALABRAS-LLAVE: Diviértase la vela, educación física, metodología.

METODOLOGIA DE ENSINO PARA O RECONHECIMENTO DO VENTO E SUA DIREÇÃO, APLICADO PELA YACHT ESCOLA DE VELA, A CRIANÇAS DE 7 A 11 ANOS.

RESUMO

O vento é um dos maiores aliados desde os primórdios da humanidade. O uso do barco a vela remonta uma história de mais de cinco mil anos, e sua evolução levou a originar o esporte a vela e suas embarcações. A maioria dos novos velejadores inicia-se neste esporte através de uma escola de vela que instrui alunos de diversas idades, entre estes novos desportistas estão crianças que, devido seu tenro desenvolvimento cognitivo, possuem dificuldade para o reconhecimento do elemento da natureza, vento sendo importante, então que as metodologias destas instituições se detenham de forma significante no ensino do vento e seu funcionamento, visto que este é o ponto principal para o aprendizado deste esporte. A prática da instrução desta modalidade esportiva e os conhecimentos pedagógicos da Educação Física são importantes para se adaptar um processo de ensino/aprendizagem que permita a assimilação dos diversos fatores importantes para o ensino do esporte a vela. Esta investigação promoveu uma série de avaliações sobre a aplicação da metodologia de ensino criada pela Yacht Escola de Vela no ano de 2007 e sua capacidade técnica de realizar a assimilação deste conhecimento nos seus alunos que estão compreendidos na faixa etária de sete a onze anos; outro ponto observado foi o processo educacional, sua progressão pedagógica e exercícios práticos comparando com o projeto “La Main à la Patê” da Academia das Ciências na França e a sua versão nacional “A Mão na Massa”; verificou-se ainda, se esta metodologia está de acordo com diversos autores e órgãos educacionais. Objetivou-se desta forma, dar solução ao problema central que é: a metodologia de ensino do reconhecimento do vento e sua direção, efetuada pela Yacht Escola de Vela, em crianças de sete a onze anos, tem base teórica e técnica que permita sua aplicação eficiente?

PALAVRAS CHAVE: Esporte a Vela, Educação Física, Metodologia.