5 - GAMES AS A MOTIVATING TOOL FOR SPORTS LEARNING

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INTRODUCTION

In the literature, games have been pointed, since ancient Greece, as an educational instrument by Plato, emphasized as a content and teaching strategy by Comenius, Rousseau, Froebel, Montessori, Decroly and Dewey and, currently, is has been described as one of the main factors for human development (BRASIL.MEC, 1998; KISHIMOTO, 1996 and 2001). They allow, according to Leontiev (1988), Vygotsky (1988) and Wallon (1981), mental and moral progress, being fundamental for the exercise and development of intelligence, of emotions, of social and affective relations and of motor activity, due to the fact that motor tasks are diversified and complex, that they require motor capacities and require a collective tactical-strategic attitude (BENDA; GRECO, 1998; SOUZA, 1999). Therefore, due to its pedagogic potentiality games are indicated as content and strategy for School Physical Education.

However, in the teaching and learning process, with different contents or environments, motivation is one of the fundamental factors and, according to Becker Júnior (1996), the driving factor of human behavior, determining the search for any objective by human beings. Motivation explains the performance and involvement differences of students in behaviors related to learning, performance, dedication and attentive practices (MURRAY, 1983).

Consequently, student's motivation and inherent factors are the responsibility of the school or of teaching institutions, which must look for the most appropriate pathways and resources, according to the planning of didactic strategies, by the teacher, to be adopted in class, so they trigger the different emotional reactions (positive and negative) that have an impact on the environment and on students, affecting motivation and learning. Therefore, teachers must interfere in the creation of the learning environment, awakening the interest and stimulating students to strive to learn, since the motivation issue is controversial not only as regards theory and principles, but as regards practice (LA PUENTE, 1989; TAPIA; FITA, 1999; WINTERSTEIN, 1992).

Considering the issues exposed above, some people question the influence of game practicing in students' motivation for sports learning. With the purpose of analyzing children's perception as regards the use of games as a teaching strategy, and of checking if game practicing motivates the learning process in children, from 6 to 10 years old, who take part in the Rexona/Ades sportive-social-educational Volleyball Project .

Knowledge of the factors that involve motivation is essential for the Physical Education teacher, who does not develop activities only with athletes interested in the practice, but, mainly, with students that are obliged to attend classes. Thus, to motivate them to learn is fundamental, because, according to Freire (2002), it is necessary to effectively teach sports to all and not only to the most able and talented people. Professional competence in the sports teaching and learning process does not require only technical knowledge, but also skills and strategies to motivate students at classes and during training, it being teachers' responsibility to count on theoretical and practical knowledge to stimulate and keep motivation up.

LITERATURE REVIEW

Motivation is an active and intentional process, targeting a goal, motivation being understood as the direction and intensity of the effort that leads the individual to do or to stop doing something. Motivation involves the interaction of many factors: 1) personal/individual ones: life history; personality; needs, interests and objectives; 2) situational/social: teacher style; facilities conditions; requirements, influences and pressures from the social environment and; 3) tasks, with the particular characteristics of the activity or action the be performed, with the possibilities of success and failure (SAMULSKI, 1992; WEINBERG; GOULD, 2001; WINTERSTEIN, 2002).

For Magill (1984) and Winterstein (1992), motivation is associated with motives, understood as an internal power, impetus or intention, to perform an activity or to act in a certain manner, which triggers, directs and finalizes an action. By collaborating with understanding, according to Cofer (1980), psychoanalysis contributes to explain the causes of actions and attitudes, clarifying the internal and unconscious energies and impulses that guide the behavior in the sense of achieving the desired purposes. Every behavior is driven by many motives, so, the analysis of any action implies investigating the motives that have influenced it.

According to Maslow (1987) and Murray (1983), motives may be classified into two groups: 1) Intrinsic - Basic drives (innate or primary): constituted of organic and physiological requirements; and 2) Extrinsic Social motives (acquired or secondary): formed by social needs of external origin, such as the feeling of being loved, decisive for success. Maslow (1987) introduces the hierarchic theory of motivation and considers as innate to human beings five needs systems: 1) basic physiological; 2) protection/safety; 3) acceptance/affection; 4) social recognition/approval; and 5) the self-realization.

In this hierarchy of motives in the shape of a pyramid, people, even if they have been socialized, may be seen as "careless animals " during their entire life, since only 1% of the population achieves self-realization. The motives are quite varied, determined by the satisfaction of the most elementary needs (basis of the pyramid, related to the person/individual - intrinsic), primarily, while the sets of needs above are related to situational/social (extrinsic) factors, so, people cannot satisfactorily relate with society, when physiological and safety needs are not satisfied. According to Paim (2001), in the lack of food, the person understands that only food would make him/her fully happy and that he/she does not need anything else. Likewise, he/she will neglect everything else he/she has, to fulfill the basic needs of air, food, water etc.

In this context, we may infer two types of motivation: Intrinsic (internal/impetus) and Extrinsic (external/incentive). Magill (1984) and Witter and Lomônaco (1984) understand that intrinsic motivation refers to the commitment with an activity purely for the pleasure and satisfaction of doing it. In this case, the activity emerges as a consequence of learning itself, the material and learned content supply reinforcement, the task is performed because it is agreeable and pleasing. As for the extrinsic motivation there occurs, when the learning fulfills another purpose, as being approved in an exam, to ascend socially...

Witter and Lomônaco (1984) highlight that, in practice, the two types of motivation are found in the learning process, however even if one employs extrinsic resources, he/she expects to obtain an intrinsic motivation, since learning based only on extrinsic motivation tends to deteriorate, when the need is fulfilled or the external target is achieved. As for the intrinsic motivation, it tends to remain constant. Internally motivated children have a probability of being more persistent, of presenting higher performance levels and to execute more tasks than when driven by external motives (CHICARATI, 2000).

Among the many motives, the most important ones, in Physical Education and in games, are **Affiliation** (need of contact and identification), **Power** (need to influence or impose oneself) and **Achievement** (WINTERSTEIN, 1992). Due to the limitations of the article, we dedicate attention only to Achievement, due to its importance in the educational scope.

Heckhausen (1980, apud WINTERSTEIN, 1992) defines **Achievement** as the search for improvement or the maintenance of one's own capacity when performing activities where it is possible to measure one's own performance, while the execution of the same may lead to success or failure. As for Murray (1983, p. 155), he understands it as a standard of excellence, or "as a desire to achieve success".

A relation has been identified between **Reason for Achievement** and game practicing, when Wallon (1981) claims that games are not defined by the lack of effort by children, on the contrary, it is seen as a more serious and committed participation than in the tasks they are obliged to perform. The motives that lead to the effort aim at obtaining success in games, which leads to acceptance and social recognition. The greater the difficulty imposed by the game, the greater will be the exaltation of children. According to Wallon (1981), games tend to loose interest to children, if it does not contain a hope of success.

The factors that interfere with the **Reason for Achievement** are at the level of aspiration, the reference norm and appointment (WINTERSTEEIN, 1992). The level of aspiration is the yield a person intends to achieve in a certain task, through the evaluation of previous performances. To determine it, the individual endeavors to achieve certain objectives, which may change due to the success or failure achieved in the realization of the activity. Thus, people that have an adequate Reason for Achievement opt for goals compatible with their actual possibilities.

The Reference Norm relates to the parameters to evaluate the results of yields. According to Heckhausen (apud WINTERSTEIN, 1992), there may be some improvement in the motivation with an individual Reference Norm, through which a person may properly experience successes and failures, realistically determining his/her level of aspirations.

As regards Appointment, it means the search for the causes that may explain the results obtained by the individual, when he/she is successful, or fails, in the execution of an activity. The cause may be internal (capacity, effort) or external (difficulty of the task, random factors).

Therefore, it refers to Epstein (1988) when he tells of the challenges and successes of proposed tasks, since when the child has any imbalance and achieves to surpass challenges he/she becomes motivated to face new challenges, due to his/her positive performance. For Wallon (1981) success in games, by merit or luck, allows the child to surpass limiting situations and the habitual supremacies. This occurs, mainly, in collective games, with a focus on self-achievement and not on victory and overcoming the other, in which the child may aspire to higher goals, with the collaboration and participation of schoolmates in the acquired success and consequently in the division of responsibilities regarding success or failure in the realization of the task, diminishing children's frustration. For Magill (1984), children who play for the pure pleasure of learning more or for the satisfaction of surpassing his/her own limits, are internally motivated to play.

According to Harter (1988) and Winterstein (2002) the perception of competence, with the successes, reflects positively in the perception of the capacity to execute activities, leading to an increase in the effort and, consequently, in motivation. In the Leontiev's (1988, p.119) comment, "what type of activity is characterized by such a structure so that the motive is found in the process itself? It is no more than the activity commonly called playing".

Therefore, it can be verified that the game allows for the satisfaction of needs of the internal and external spheres, by contemplating personal and social aspects that represent the motives that drive human beings, because the game stimulates social interaction, thought and communication and favor, also, self-esteem, which influenced the motivational behavior (WINTERSTEIN, 2002). In that sense, games constitute the starting point for education, a way of decreasing the distance between life inside and outside the school, being fundamental for a child's motivation and the full development.

METHOD

The sample was composed of 338 children from 06 to 10 years old (46,95% of the population 720), participants, at least, for a year, in the 04 Nucleuses of the Rexona/Ades Volleyball Project in the State of Sao Paulo. Distributed according to Table 01.

Table 01 – Percentage of questionnaires applied in relation to the Population

Nucleuses Children 6 to 10 years old	Questionnaires applied Nr.	%	Total of students
Indaiatuba	52	49,06	106
Heliópolis	133	48,90	272
Jd. Sao Luis	106	43,98	241
Marechal Tito	47	46,53	101
TOTAL	**338**	**46,95**	**720**

The data were collected from an opinion scores questionnaire and from the realization of a focal group with students from the four nucleuses, applied during the period of class of their respective classes during the month of October 2005**.**

In the questionnaire, with three closed-ended questions, that dealt with their perception on cultural and adapted game practicing, practiced during the year of 2005, students were asked to reflect on their perceptions regarding games making easier and more enjoyable the learning process, besides allowing them all to actively participate.

The focal group was held with students from the four nucleuses, in their respective classrooms, after school hours, in October 2005, with the following composition:

a) **Indaiatuba** 10 participants, being 05 boys and 05 girls; b) **Heliópolis** 12 youngsters from the group took part 08 boys and 04 girls; c) **Jardim Sao Luis** 16 participants 10 girls and 06 boys; d) **Marechal Tito** there were 10 the participants - 05 boys and 05 girls.

The Results show in Table 02 that, for students, games make it easier (82%) and more enjoyable (88%) to learn and allow them all to play (83%), being considered the most enjoyable activity, a differential if compared to other learning institutions and a motivation to participate in class activities. It is verified the motivational character of games, by relating the indication of games as fun by 88% of the students, with Paim's (2001) research, where 96% of evaluated subjects claim that happiness in performing activities is a motivating factor for sports practice.

Table 02 – Students' Evaluation of games in the learning process.

Questionnaire	Nucleuses	Heliópolis	Indaiatuba	Jd Sao Luis	Marechal Tito	Total
It makes learning easier	I Agree	83%	81%	79%	85%	82%
	I don't know	11%	14%	16%	11%	13%
	I don't agree	5%	6%	5%	4%	5%
It is more fun	I Agree	87%	75%	93%	94%	88%
	I don't know	7%	19%	6%	4%	8%
	I don't agree	6%	6%	1%	2%	4%
Everybody plays	I Agree	80%	83%	87%	80%	83%
	I don't know	11%	10%	10%	13%	11%
	I don't agree	9%	8%	3%	7%	7%

The research's subjects see games as contents and teaching strategy, and it has also been verified comparisons with other schools, since this is something recurrent and shows the difference of knowledge, learning and the explicating of the differences in the posture and the behaviors of teachers of the school and the Project.

- "Here we learn by playing, teachers explain to us. At school we do not, we get there and the teacher says Ok, [...] here we are welcomed, we talk, we play around, we learn by playing, it is very nice". - (the classes) "are fun and everybody does exercises as the teacher establishes the rules".

Students' statements remind us of Huizinga's (1999) warning, that the player is absorbed by the game, since there is some kind of momentary suspension from reality. The actual objective gives room to the symbolic subjective one. This characteristic provides the player with a sensation of freedom, of satisfaction of internal desires, of externalizing his/her understanding on what happens around him/her, which are many times impossible to be achieved in the actual world.

It seems that it is fundamental to call the attention to the fact that games ensure a space of freedom in which people may repeat that which has been learned not to forget what they have learned and, by thus exercising his/her power they become more creative. Even if it becomes sometimes painful and serious, games are is a space of freedom and creation (FREIRE, 1989). Games are a mean and a support to seduce children, since games are fun, instigating and enjoyable, and the teacher must use them to motivate the student.

- "It is in this class that we learn to volley the ball, to receive it and there (at school) we started playing directly without any training".

The Nucleuses' students' statements refer to Magill's (1984) and Souza's (1999) statement on the role of games in motivating students, by saying that the psychomotor performance of a child while he/she plays achieves levels that only intrinsic motivation can achieve.

The focal group allowed to verify what students like and what they do not like in class, the game factor demonstrating to be a fundamental source of pleasure in the learning process: *"What I like most is to play and of the beautiful good plays I make [...]". - "Because this is the easiest method for people to learn, because by playing we learn more".*

This statement by a student relates to the fact, together with the educational proposals of Kammi and De Vires, (1991), that the use of collective games to teach children, leading them to apply and organize their thoughts and ideas to achieve an objective, they claim that games allow children to learn in a significant and motivating way. Students' and researchers' notes confirm the premises established by Vygotsky (1984) on the role of games in the learning process, by claiming that playing and games, as a dominant activity of childhood, is how children start to learn.

One of the results of the pedagogic proposal, that emerged with great clarity in the focal groups and establishes the motivation and learning generated by game practicing, is that fact that students put some pressure on schools to introduce volleyball in their curriculum. Besides demonstrating evidences on the formation of a critical and participative citizen: *"In our (school) there was not any material, but then everybody met to talk with the dean and she bought a ball and the net, and bingo".*

In this sense, the Authors Collective (1992, p.66) says: "when the child plays, he/she operates with the meaning of their actions, what develops their will and at the same time become aware of their choices and decisions".

FINAL REMARKS

Children bring to games their desires and wills originated and built throughout their life history, showing their tendencies, character and personality when playing a game (BROUGERE, 1998). What ensures to games a place in the educational strategy, by affecting the intrinsic and extrinsic motives of human beings.

The power, influence and standards of each motive, are identified by the way each individual perceives the world, so motivational factors are subjective. At this moment it is utterly necessary to remind of Freire (1989, p.78) when he said that, feelings are formed throughout life, "[...] so if we are not born fully defined, our love, our hate or understanding, will be products of our relation with the world". Therefore, it is the task of educators to conceive games and Physical Education classes in a more coherent, reasonable, relevant, motivating and, mainly, transforming way.

Papaioannou (1995) says that children are intrinsically motivated, when asked to show their competences in meaningful tasks, as in the games of their culture. Therefore, the educator, when conducting games in classes, in order to avoid failure situations, must remember that, in the learning process, success in achieving objectives is established by personal criteria, since the results become a reference for the next learning experiences and the development of competences. Therefore, we must consider the level of development of learning subjects, by establishing goals and stages the may be achieved, so that frustrations are minimized and success opportunities become more frequent.

Thus, we may infer that games, besides contributing to the full development of a child, is also a motivational factor in learning, by providing challenges, meanings, achievements and fun to children's physical practices and awaking the desire to participate in activities, its use thus becoming fundamental in sportive-educational classes that aim at the global formation of new citizens.

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GAMES AS A MOTIVATING TOOL FOR SPORTS LEARNING

Abstract

In the literature, games have been pointed to be an educational instrument, since ancient Greece, by Plato, emphasized as content and teaching strategy by Comenius, Rousseau, Froebel, Montessori, Decroly and Dewey and, currently, as one of the main factors for human development (BRASIL.MEC, 1998; KISHIMOTO, 2001). However, for the potentialities of games to become effective, that is, for the children to learn, it is fundamental they have motivation, and an interest for the activity they perform (BECKER JÚNIOR, 1996; MURRAY, 1983). Therefore, the objectives of this field research are to analyze the children's perception as regards the use of games as a teaching strategy and to check if its practice motivates learning among children who belong to a sportive-social-educational project. The sample was composed of 338 children from 06 to 10 years old (46,95% of the population 720), who took part, at least, for a year, in 04 Nucleuses of the Rexona/Ades Volleyball Project in the State of Sao Paulo. The data were collected from a questionnaire on opinion scores, composed of three questions, on the perception of the practice of volleyball games adapted in the Project and through the implementation of a focal group with students. The Results demonstrate that, for the students, games make it easier (82%) and fun (88%) to learn and allow that all children play (83%), being indicated as the most enjoyable activity and a differential from other learning institutions and motivates the participation in the Project. Therefore, it can be verified that besides contributing to the full development of a child, they also are a motivational factor for learning, by establishing challenges, meanings, achievements and amusement to physical practices and awakening the desire to participate in activities, by fulfilling children's needs, thus its use becoming fundamental in sportive-educational classes, which aim at globally forming new citizens. KEY WORDS: Games, motivation, learning.

JEU EN LA MOTIVATION DE LA APPRENTISSAGE SPORTIF

Résumé

Dans la littérature, les jeux sont indiqués comme instrument scolaire, depuis la Grèce ancienne, par Platon, et mis en relief comme un contenu et une stratégie d'enseignement par Comenius, Rousseau, Froebel, Montessori, Decroly et Dewey et, dans l'actualité, comme un des principaux facteurs de développement humain (BRASIL.MEC, 1998; KISHIMOTO, 2001). Pourtant, pour qui les potentialités du jeu soient effectives, ou mieux, pou qui les enfants peuvent apprendre, c'est fondamental la motivation, et l'intérêt pour l'activité qui ils entreprennent (BECKER JÚNIOR, 1996; MURRAY, 1983). Ainsi, les objectifs de cette recherche de champ sont analyser la perception des enfants en regard à l'utilisation du jeu comme une stratégie d'enseignement et vérifier si sa pratique motive l'apprentissage des enfants qui font partie du projet sportif-social-scolaire. L'échantillon a été composé de 338 enfants des ages de 06 à 10 ans (46,95% de la population 720), qui participent, au moins, pendant un an, des les 04 Noyaux du Projet Rexona/Ades de Volleyball dans le État de São Paulo. Les données ont été recueillies sur la base d'un questionnaire de notes moyennes d'opinion, composé par trois questions, sur la perception de la pratique des jeux de volleyball adaptés dans le Projet et à travers de la réalisation d'un group focal avec les élèves. Les Résultats indiquent que, pour les élèves, les jeux rendrent plus facile (82%) et amusant (88%) l'apprentissage et permettent que tous jouent (83%), étant indiqué comme l'activité la plus amusant et le différentiel en vue des autres places d'apprentissage, et motivent la participation dans le Projet. Ainsi, on peut vérifier qu'au-delà de contribuer pour le développement intégral des enfants, ils peuvent aussi être un facteur de motivation de l'apprentissage, pour proposer des défis, signifiés, réalisations et divertissements dans les pratiques corporels et réveiller le désir de participer des activités, en satisfaisant le nécessités des enfants, étant alors fondamentales son utilisation dans les classes sportives-scolaires, qui cherchent à éduquer globalement le citoyen.

MOTS CLÉS: Jeu, motivation, apprentissage.

JUEGOS EN LA MOTIVACIÓN DE LA APRENDIZAJE DESPORTIVA

Resumen

En la literatura, los juegos son indicados como instrumentos educacionales, desde la Grecia antigua, por Platón, enfatizados como contenidos y estrategias de enseñanza por Comenius, Rousseau, Froebel, Montessori, Decroly y Dewey y, en la actualidad, como uno de los principales factores de desarrollo humano (BRASIL.MEC, 1998; KISHIMOTO, 2001). Pero, para que las potencialidades de los juegos sean efectivas, o sea, que los niños aprendan, es fundamental la motivación, y el interés por la actividad que realizan (BECKER JÚNIOR, 1996; MURRAY, 1983). Así, los objetivos de esta pesquisa de campo son analizar la percepción de los niños cuanto à la utilización de los juegos como estrategia de enseñanza y verificar como su práctica motiva el aprendizaje de niños pertenecientes al proyecto esportivo-socio-educacional. La muestra fue compuesta de 338 niños de los 06 a los 10 años de edad (46,95% de la población 720), participantes, por lo mínimo, por un año, de los 04 Núcleos del Proyecto Rexona/Ades de Balonvolea en el Estado de San Pablo. Los datos han sido colectados a partir de un cuestionario de notas medias de opinión, compuesto de tres preguntas, sobre la percepción de la práctica de los juegos de balonvolea adaptados para en el Proyecto y través la realización de un grupo focal con los estudiantes. Los Resultados demuestran que, para los estudiantes, los juegos hacen más fácil (82%) y festivo (88%) el aprendizaje y posibilitan que todos jueguen (83%), siendo indicados como la actividad de más buena gana y el diferencial de otros hogares de aprendizaje y motivan la participación en el Proyecto. Así, se constata que además de contribuir para el desarrollo integral del niño, también se constituyen en un factor motivacional del aprendizaje, estableciendo desafíos, significados, realizaciones y divertimientos en las prácticas corporales y despertando el deseo de participación en las actividades, satisfaciendo las necesidades de los niños, y haciendo fundamental su utilización en las clases esportivo-educacionales, que tienen por objetivo la formación global del ciudadano.

PALABRAS LLAVE: Juego, motivación, aprendizaje.

JOGOS NA MOTIVAÇÃO DA APRENDIZAGEM ESPORTIVA

Resumo

Na literatura, o jogo é apontado como instrumento educacional, desde a Grécia antiga, por Platão, enfatizado como conteúdo e estratégia de ensino por Comenius, Rousseau, Froebel, Montessori, Decroly e Dewey e, na atualidade, como um dos principais fatores de desenvolvimento humano (BRASIL.MEC, 1998; KISHIMOTO, 2001). Entretanto, para as potencialidades do jogo se efetivarem, ou seja, as crianças aprenderem, é fundamental a motivação, o interesse pela atividade que realizam (BECKER JÚNIOR, 1996; MURRAY, 1983). Assim, os objetivos desta pesquisa de campo são analisar a percepção das crianças quanto à utilização do jogo como estratégia de ensino e verificar sua prática motiva à aprendizagem de crianças pertencentes a projeto esportivo-sócio-educacional. A amostra foi composta por 338 crianças de 06 a 10 anos (46,95% da população 720), participantes, no mínimo, um ano, dos 04 Núcleos do Projeto Rexona/Ades de Voleibol no Estado de São Paulo. Os dados foram coletados a partir de questionário de medidas de opinião, composto por três questionamentos, sobre a percepção da prática dos jogos de vôlei adaptados no Projeto e através da realização de grupo focal com os alunos. Os Resultados demonstram que, para os alunos, os jogos tornam mais fácil (82%) e divertido (88%) o aprendizado e possibilitam que todos joguem (83%), sendo indicado como a atividade mais prazerosa e o diferencial de outros locais de aprendizagem e motiva a participação no Projeto. Assim, constata-se que além de contribuir no desenvolvimento integral da criança, também se constitui em fator motivacional da aprendizagem, ao trazer desafios, significados, realizações e divertimentos nas práticas corporais e despertar o desejo de participação nas atividades, ao satisfazer necessidades das crianças, tornando-se fundamental sua utilização nas aulas esportivo-educacional, que objetivam a formação global do cidadão.

PALAVRAS-CHAVE: Jogo, motivação, aprendizagem.