170 - THE DEGREE OF ATTENTION IN THE LESSONS OF FIELD TENNIS

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INTRODUCTION

It has some years behind, after the sprouting of Gustavo Kuerten, in the top of ranking world-wide, this sport comes if spreading out and acquiring adepts for all country. For being a differentiated sport, it requires one high level of concentration, demands of the practitioners much attention. Therefore the pupils who not to develop the attention during the lessons will finish feeling difficulty in elapsing of the teach-learning. Studies of Nunes (2004); Lee, Laudin and Carter (1992); Lee and Solmon (1992); Pear tree (1995); they had developed studies related to the thought of the pupil, during education. In the practical one few studies related to the thought of the pupil are observed, for constituting an 0 variable little spread out, the pedagogia and the professors of tennis. In this study it was intended to evaluate the level of attention of the pupil during the practical one of education. It makes possible as instrument of research to the professors, trainers, technician and instructors of tennis. In this direction, perspectivando new sources for the tennis and the sports in general. Relevance of the study It is important for the professors of tennis, the trainers, the researchers, as a referencial of the levels of concentration and for the diffusion in the academic and scientific community.

METHODS AND PROCEDURES

In terms of "design" of the study, the exploratory method is applied in this assay. They are distinguished, therefore, some 0 variable of process, destined to measure the thought of the pupil during the tennis lessons. The inquiry of this work centered in the sample consisting of twenty (20) students - ten (10) youngsters and ten (10) girls, of the seventh period of the course of Licenciatura in Physical Education and Sports of the UFRRJ. To these the professor gave a unit of education of the right collision. Instrument To analyze the changeable attention during the lessons of the right collision in the tennis, they had used it methodology and the categorizes carried through for Locke and Jensen (1974). The attention or thoughts of the pupils during the lessons of the right collision was registered in questionnaires previously distributed by the students. In each one of the three lessons of the right collision, the pupil was requested to describe the thought in four different pedagogical situations: (1) the professor presents the objectives of the lesson or speaks on the task, (2) the professor demonstrates the task, (3) the pupil executes one given task, (4) practical of the game. With the end to become clear and accurate the reply of the pupil on its attention the following procedure was used: the student after to hear a signal (whistle), stopped the activity and registered in the questionnaire its thought before the whistle (in the questionnaire consisted this question: "Where you thought about the previous moment to the whistle? "). Still with the purpose of that the answers of the pupils were the most possible objective, we elucidate them, in the direction of that when writing them they would have to be short, but identifying the dominant element of the content of the thought. Application of the attention test The test of the cognitive attention to the 20 consisting pupils of the sample was applied. The collaborating pupils had proceeded to the distribution from the instrument and the rank from the necessary remaining material for its efetivação. The effective application of the instrument occurred at four moment distinct; in each one of them the professor-researcher served itself of a whistle:) in a phase the deinstrução; of organization; of demonstration; e finally of practical. For its concretion it was proceeded distribution from the questionnaires, in distinct points inside of the gymnasium (pavilion) relatively close to squares where education elapsed. It was requested the pupils who answered more soon possible and with the maximum sincerity to each question; the question of the instrument consisted where the student previously to the whistle of the professor was thinking. To the end of the activity, the collaborating pupils were responsible in the retraction of the instrument. One opted to the categorizes of Locke & Jensen (1974), because the same one I still included a scale of punctuation for the diverse levels of attention and because the same one already had been used successfully in previous studies. After that, he will define themselves and give to an example of each one of the categories and subcategories of the attention of the pupil in lessons of the right collision established for Locke & Jensen (1974), allowing, therefore, one better understanding of the content I specify of the same ones.

1. Relative thought to the Task (P.R.T.)
1.1 - In the motor plan, 1.2 - Comment and evaluation,1.3 - General capacity, 1.4 - Relatively the task.
2. Relative thought the Lesson (P.R.A.)
2.1 - Social aspects of the lesson, 2.2 - Organization of the lesson.
3. Relative thoughts to the Proper one (P.R.P.)
3.1 - Physical aspects, 3.2 - Psychological aspects.
4. Relative thoughts and Exterior Elements Aula (P.R.E.E.A)
4.1 - Friends, 4.2 - Vacation.
5. Not Usable
5.1 - It did not answer.

Thus, in the commitment level lowest, the individuals alone were responsible for answering the critical signals (for example: when they call for its name). In an intermediate level of commitment, the attention of the individual became related with the task or the instruction on the work to carry through, but its conscience remained passive cognitivamente. In the raised level more of commitment, individuo not only has a careful attention, but also it relates actively the processing of the received information (evaluating it, surpassing it, categorizing it, etc.). The scale goes of zero the five points and, 1,1 and 1,2 have value of 5 points, 1,3 and 1,4 have value of 4 points, 2,1 have value of 3 points, 2,2 have value of 2 points, 3,1 and 3,2 have value of 1 point, at last sub-categories 4,1, 4,2 and 5,1 have null value.

PRESENTATION AND QUARREL OF THE RESULT

Picture nº. 3: It says respect to the results of the thoughts of the pupils during the lesson tennis

Answers Classification	Phase of instruction	Phase of demonstration	Phase of organization	practical Phase of the specific one
1.1	04	04	09	01
1.2	02	05	03	03
1.3	03	00	03	09
1.4	02	00	00	00
2.1	00	03	00	00
2.2	01	01	00	01
3.1	00	04	01	00
3.2	07	02	03	04
4.1	00	00	00	00
4.2	00	00	00	00
5.1	01	01	01	02

We observe that of the total of the answers (80), added the four questions, that 22.5% (18) of the answers are related to the P.R.T in the motor plan; 20% (16) are related to the P.R.P in the psychological aspect; 18.75% (15) are related to the P.R.T in the general capacity; 16.25% (13) are related to the P.R.T in the comment and evaluation; 6.25% (5) are related to the P.R.P in the social aspect; others 6.25% (5) if classify as not usable; 3.75% (3) are related to the P.R.A in the social aspects of the lesson; 3.75% (3) are related to the P.R.A in the organization of the lesson; e 2.5% (2) is related to the P.R.T relatively the task.

STATISTICAL TREATMENT

Table n º 2: It represents the quantification of the attention of the pupils in the different phases of the lesson.

Answers	Phase of instruction	Phase of demonstration	Phase of organization	practical Phase of the specific one
1.1	20	20	45	5
1.2	10	25	15	15
1.3	12	0	12	36
1.4	8	0	0	0
2.1	0	9	0	0
2.2	3	3	0	3
3.1	14	8	2	0
3.2	0	4	6	8
4.1	0	0	0	0
4.2	0	0	0	0
5.1	0	0	0	0
Addition	67	69	80	67
average	11,16667	11,5	13,33333	11,16667
Maximum	20	25	45	36
Minimum	0	0	0	0

GENERAL CONCLUSIONS

In the present study it could be verified that bigger part of the pupils presented its thought directed toward the motor plan, in second plain to the psychological aspects, the evaluation and comment and the general capacity respectively. With this we conclude that, the pupils during the lesson of the right stroke of the tennis present its attention directed toward the execution of the movement, trying to effect the stroke of the correct form. Moreover, the pupil if charges on its performance and evaluates if they are capable to effect the movement. It perceived that the same ones observe and evaluate its movements and of the colleagues. Also it is observed that it did not have relative thoughts to the external environment, as friends and vacation. Thus importance of also training the psychological aspects in the training of the right stroke of the tennis analyzes It come back reveals to it.

One sends regards for future research:
·the use of the method in other sports.
·toward other beddings;

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THE DEGREE OF ATTENTION IN THE LESSONS OF FIELD TENNIS

ABSTRACT

The objective of the work was to analyze durantes the cognitivo engagement of the pupil the lessons of field tennis. As methodology it was distinguished some 0 variable of the learning process, having characterized a exploratório study. A questionnaire with four questions, divided during four distinct moments of the lesson was used, being these answered a sonorous stimulaton after (whistle), set in motion for the professor. The answers had been analyzed and classified in categories and subcategorias of the attention developed dust Nunes (2004). As he shows had participated to vintes students of the UFRRJ, being ten men and ten women, of the seventh period of the course of licenciatura in physical education. Of answers 22.5% they were on to the motor plan, 20% the psychological aspects, 18.75% the general capacity, 16.25% the comment and evaluation, 6.25% the social aspects, not usable 6.25%, 3.75% the organization of lesson and 2.5% the relative aspects to the task. He concludes yourself that the thought of the pupil is come back to the motor plan during most of the time of the lesson, having as he has also detached the psychological aspects, showing the reality of the tennis, a game that depends intimamente on the physical and psychological part of the pupil until the athlete. Words key: Tennis of Field, Engagement Cognitivo and Attention.

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ABSTRAIT

L'objectif du travail était d'analyser des durantes l'enclenchement de cognitivo de la pupille les leçons du tennis de champ. Comme la méthodologie il a été distinguée environ 0 variables de l'apprentissage, ayant caractérisé une étude d'exploratório. Questionnaire avec quatre question, divisé pendant quatre moments distincts de la leçon était, être ceux-ci a répondu à un stimulaton sonore après (siffler), l'ensemble utilisé dans le mouvement pour le professeur. Les réponses avaient été analysées et classifié dans les catégories et les subcategorias de l'attention a développé la poussière Nunes (2004). Comme il montre avait participé aux étudiants de vintes de l'UFRRJ, étant dix hommes et dix femmes, de la septième période du cours du licenciatura dans l'éducation physique. Des réponses 22.5% ils étaient en ligne au plan de moteur, 20% les aspects psychologiques, 18.75% la capacité générale, 16.25% le commentaire et évaluation, 6.25% les aspects sociaux, 6.25%, 3.75% l'organisation de la leçon et 2.5% non utilisables les aspects relatifs au charger. Il se conclut que la pensée de la pupille est revenue au plan de moteur pendant la majeure partie de la période de la leçon, ayant car il a également détaché les aspects psychologiques, montrant la réalité du tennis, un jeu qui dépend intimamente de la partie physique et psychologique de la pupille jusqu'à l'athlète. Clef de mots : Tennis de champ, d'enclenchement Cognitivo et d'attention.

EL GRADO DE ATENCIÓN EN LAS LECCIONES DEL TENIS DEL CAMPO

EXTRACTO

El objetivo del trabajo era analizar durantes el contrato del cognitivo de la pupila las lecciones del tenis del campo. Como la metodología él fue distinguida un cierta 0 variables del proceso de aprendizaje, caracterizando un estudio del exploratório. Cuestionario con cuatro pregunta, dividido durante cuatro momentos distintos de la lección era, el ser éstos contestó a un stimulaton sonorous después de (silbar), el sistema usado en el movimiento para el profesor. Las respuestas habían sido analizadas y clasificado en categorías y subcategorias de la atención desarrolló el polvo Nunes (2004). Como él demuestra había participado a los estudiantes de los vintes del UFRRJ, siendo diez hombres y diez mujeres, del séptimo período del curso del licenciatura en la educación física. De respuestas 22.5% estaban encendido al plan del motor, el 20% los aspectos psicologicos, 18.75% la capacidad general, 16.25% el comentario y la evaluación, 6.25% los aspectos sociales, 6.25%, 3.75% la organización de la lección y 2.5% no usables los aspectos relativos a la tarea. Él se concluye que el pensamiento de la pupila está vuelto al plan del motor durante la mayor parte del tiempo de la lección, teniendo pues él también ha separado los aspectos psicologicos, demostrando la realidad del tenis, un juego que depende intimamente de la parte física y psicologica de la pupila hasta el atleta. Llave de las palabras: Tenis del campo, del contrato Cognitivo y de la atención.

O GRAU DE ATENÇÃO NAS AULAS DE TÊNIS DE CAMPO

RESUMO

O objetivo do trabalho foi analisar o empenhamento cognitivo do aluno durantes as aulas de tênis de campo. Como metodologia destacou-se algumas variáveis do processo de aprendizagem, caracterizando um estudo exploratório. Foi utilizado um questionário com quatro perguntas, divididas durante quatro momentos distintos da aula, sendo estas respondidas após um estímulo sonoro (apito), acionado pelo professor. As respostas foram analisadas e classificadas em categorias e subcategorias da atenção desenvolvidas pó Nunes (2004). Como amostra participaram vintes estudantes da UFRRJ, sendo dez homens e dez mulheres, do sétimo período do curso de licenciatura em educação física. Das respostas 22,5% estavam ligados ao plano motor, 20% a aspectos psicológicos, 18,75% a capacidade geral, 16,25% a observação e avaliação, 6,25% a aspectos sociais, 6,25% não utilizáveis, 3,75% a organização da aula e 2,5% a aspectos relativos à tarefa. Conclui-se que o pensamento do aluno está voltado ao plano motor durante a maior parte do tempo da aula, tendo como destaque também os aspectos psicológicos, mostrando a realidade do tênis, um jogo que depende intimamente da parte física e psicológica do aluno até o atleta. Palavras chave: Tênis de Campo, Empenhamento Cognitivo e Atenção.