9 - SWIMMING AND ITS SOCIAL VALUE: AN EDUCATIONAL METHOD BASED ON THE SOCIO MOTOR FUNCTION

CARLOS ANTONIO SFALSIN ; MANOEL TUBINO
Univerdade Castello Branco - LABESPORTE - Rio De Janeiro - RIO DE JANEIRO - Brazil
sfalsin@hotmail.com

SWIMMING CONSIDERING THE SOCIAL MOTOR FUNCTION

When one looks for a meaning in each movement during swimming classes, it must be taken into consideration all past record of the individual. Into this perspective, some principles such as cooperation, integration, responsibility and others must be observed at the moment of the application of the learning method. These principles are described by Beresford (2005) in "Ciência da motricidade Humana", as a field of knowledge that studies the multiple intentional possibilities of interpretation of the human being and its social and motor behaviors. He claims that such possibilities of interpretation are conducted involving various disciplines and also through cognoscitivos mechanisms of pre-understanding, axiological-understanding, phenomenal-understanding and axiological orientation. The knowledge area, above all, is a form to produce systematic knowledge, approximating cognoscente citizens of the cognoscível object (what can be learned), and it is this applied approach that will make feasible the understanding of the phenomenon. For Parlebás (2001) the sport is divided in 2 major groups, the psychomotor and the motor function.

In this article, I seek for the validation of an educational method that transforms the sport claimed as psychomotor by Parlebás into socio motor function sport promoting cooperative motor interaction and to achieve this it was used group activities, but all of the described activities were seen with bias by the pupils who must also be analyzed and be taken in consideration for an effective development of the method. Some studies show that the physical movement is loaded with intention, values and pre-established concepts. In sports, it is not different, each motor behavior carries a historical record of the adults and enables a child to behave and have certain attitudes which can be explained, understood and learned. Tubino (2002, p.48) analyzing the theories of the Physical Education and the sport, claims that:

"The science of the human motor function through its theoretical body is placed among the sciences of Man, breaking off with the traditional Physical Education that is focused on Health and Education, depending on the study fields of Medicine and Pedagogy, and with no presentation of any specific paradigm". Referring to one of the main thesis of human motor functions."

Considering the previously introduced matter, it was traced an objective aiming the support to the questionings proposed as the instrument used to develop and to approve this very educational swimming method - in the city of Cariacica, based on the social motor perspective, according to the motor theory of Pierre Parlebás. I will make a brief comment on the line of the sport, its dimensions, searching for a more effective analyses of the motor praxis in order to understand the meaning of an alternative creation within this sociomotor method of cooperation to be used during the classes of a psychomotor sport.

THE SPORT

Born of the inherent and natural desire of the human species to overcome challenges, sports have always been used in the history of man as a source of balance, health and reinvigorating. The history of the sport is closely related to the culture of the human being, since it is through sports that Era and peoples are understood considering that each historical period has its sports and the essence of its people reflected on them.

Chronologically, one can distinguish, firstly, the sport from the Ancient times, observed since pre-historical times where the main highlight sportive events were the Greek Games that were considered the greatest sports manifestation of that time. Later, there appeared the modern sports in England in the XIX century (TUBINO, 1994, P. 12).

Currently, the sports social dimensions reflecting ones' right are made up of three forms of manifestation: sport education (or educational), sport-participation (or participative) and sport-benefit (where high level sport is included).

Definition

According to the reports from Work Force between agencies of United Nations on the Sport for the Development and the Peace (2003, p.1) which consider sport as a global issue. All kinds of physical activities that contribute for good physical shape, mental well-being and the social interaction are incorporated to the definition of sport. This definition also includes the leisure time activities, recreation; the organized, accidental or competitive sport; indigenous sports or games. For Tubino (2006) the sport is divided in dimensions.

The Sport and its Dimensions

The sport, after the broadening of its concept, started admitting a bigger cast of social aspects, which had become subject of innumerable sociological studies. Some authors, among them TUBINO (2001), analyzed the social sports phenomenon, affirming that it is a way of socialization, favoring through group activities, the development of the communitarian conscience; it is an activity of pleasure for those who are performing the sport itself and it is a passive activity for those who attend the sports events; it brings out a function of social cohesion, at times favoring social identification and at other times representing symbolically the sports body of the nation and it plays a role of compensation valuing pleasure, against the excess represented through industrialization.

The deepening of any of these social dimensions of sports will be the result of the intrinsic approach in social situations.

So, sport, as social institution, can't be analyzed aside from its social dimensions, otherwise it would lead to an undermined view of life which would create an anachronistic perspective of this phenomenon. It is also observed that the social analyses must take into consideration three identified dimensions of the sport as conditional manifestations respectively, which would also lead to incomplete or insufficient the deep studies and isolated approaches of any of these dimensions.

According to Tubino (2001) the three social dimensions of sports are: sport participation, sport performance and sport education.

In the sport education, some basic principles such as the cooperation, respect, integration, participation are followed showing clearly that the social sports are being performed according to the social philosophy. Thus, swimming which is considered a psychomotor sport increases its relevancy when is approached with a differentiated methodology , not the traditional one.

MOTOR PRAXIOLOGYOF PIERRE PARLEBÁS - A NEW APPROCH TO SWIMMING

This pedagogical conception of the socio motor function is one of the epistemological approaches of the Physical Education. It shows that "psychomotor function acts in the person as a susceptible being who is able to develop his mental capacities through movements. Parlebás (2001) defends Psychomotor Action when there isn't interaction with the others, but, in case there is some interaction it is defended by him as a the Socio motor action.

While the psychomotor function involves the actions executed by one person, the socio motor function involves interactions in which more than one person participates, especially in the cooperative games and collective sports. In this direction, Parlebás (2001) considers two types of representative action groups- the psychomotor that occurs considering the responsibility of only one person, as for instance: the pole vault, swimming, etc. and what promotes an inter relation with the other participants is socio motor action. In this in case, the author subdivides into two groups: Antagonic socio motor interaction which contemplates opposing adversaries, as for example, racket tennis and box; cooperative socio motor interaction in which the participants act together assisting one another during the action, as for instance: wheelbarrow, long race and for our purpose swimming…

Considering this view, it was deepened the knowledge and the practical activities emphasizing cooperative actions to transform this genuine psychomotor sport into a socio motor function sport. As Parlebás exemplifies, swimming itself is an individual sport because its athletes keep looking for better timing, better marks and during the practice the pupils lean their the head down, and without thinking about cooperating, they try to beat their own time goals. If you take swimming and apply a methodology directed to social motor function using cooperative strategy games, it is possible to develop a group common objective which means to improve ones' condition of existence and conscience to exercise a full citizenship.

It will be presented now, a classification of motor practices as proposed by Parlebás who subdivides them in: sports practices with motor interaction. In this view, an individual acts by himself, that is, he tries to overcome his own limits, always seeking for better timing, better scores. It is the case of long jump, high jump, etc. Since there's no direct relation among the competitors, this is classified as of psychomotor situations. When psychomotor activities are practiced in an stable environment, they generate situations in which mechanical motor patterns are demanded and so are the repeated reproduction of determined motor actions, the dosage of the energy sources are also required to act in an efficient form. As it is claimed by Lagardera and Lavega (2003) "individual cultivates its proper excellency". According these authors, the stability of the environment, the absence of communication with others promote the individual's own regulation for the authomatization of his practices. For this reason, the perfect technique and the individual's benefit achieve their top because learning methods were used to allow the athlete to internalize the motor structure of the content of learning and to dedicate exclusively to the repetition and to the refinement of the practice. Moreover, in Lagardera and Lavega (2003) opinions, these type of activities are indicated to create motor behaviors associated with auto-strengthening and with sacrifice capacity. But the socio motor function situations, that is, the ones that are directly related to the interaction among the actors of the motor action, can be classified in three categories represented in the following way.

The practices which involves motor interaction among adversaries are the ones where the relations are exclusively of opposition, since they demonstrate an antagonistic environment sports position. Some of them are box, tennis, the wrestling, fencing art, etc. The practices which involve motor interaction among partners are the ones where the relations are exclusively of partnership, since they demonstrate cooperation among them. Some of them are: the crew of a sail-boat, mountain climbing, amongst others. It is worthwhile to highlight that the cooperative activities offer innumerable motor situations that promote the behaviors associated with motor communication, agreements, respect for the others' decisions, proactive attitude and capacity of generous sacrifice for contribution (Lagardera and Lavega, 2003). The authors share Urgelés's opinions (2002) when they affirm that these types of proposals, performed as a group activity, where all the participants feel themselves as protagonists to reach the same objective; behaviors that show a feeling of sympathy and an increase of positive relations are generated. As Parlebás claims (1984), the motor action exerts an influence on social-affective relations that varies according to the nature of the developed activities

During (1992) proposes the implementation of these types of activities because they allow the integration of important consequences for the affective life of the groups promoting an increase of positive relations. According to this author, before introducing the opposing situations, the students must experience aid and cooperative relations.

COOPERATION AND ITS SOCIAL FUNCTION

Before the evident social inequalities which Brazil is experiencing nowadays, sports have been seen as an ally because through sports more chances of social inclusion are created to favor the underprivileged ones, besides promoting the physical, cognitive and emotional formation of the participants of that sports modality no matter if they are children, young or adults. Moreover, the cooperation is valued for being considered an alternative to change this present picture. To promote group participation many actions are being delineated for the non governmental organizations (ONG' s), cooperatives, associations etc. Taking into consideration that social environmental, cultural and economic impacts affect the life style of modern societies, all forms to revert the negative impacts are relevant. Thus, cooperation becomes a facilitator agent in the process of teaching human values through various ways, as for example, through games. According to Orlick (1989, P. 105), cooperation is "an unifying force that groups a variety of individuals with separate interests in a collective unit".

This study focuses on the accomplishment of sports activities related to social aspects. It is important highlight the perspective adopted for Brotto (2002) in some objectives that guide the cultural and educational action: to form the citizen athlete; to rescue fun in the proposed activities and to guarantee the sports for all. It is believed that the awareness the cooperation and mutual aid are able to mobilize the citizen so that democracy in sports and life could really become true. Thus, cooperation constructs a parallel between the game and life since all participatipants have a common objective, as it highlighted by Freire (1998, P. 107): "it is by playing that we create identity connection with the others, forming communities". In his studies, Terry Orlick (1989) points out that cooperative games are important sources since they can lead people to understand themselves better as well as the other participants and their condition, besides recognizing the other independently from his limitations. It is pointed out that cooperative games originated from the frequent valorization given to the individualism and to the competition, crystallized in the capitalist society. In this sense, these values are perceived as the only forms to survive and to live in society.

Methodology

Our research was developed through a series of data-collection techniques and in the case of this study, it was used, among others, techniques of traditional swimming teaching, comparative studies with the method of education approaching the socio motor function perspective, definitions and background knowledge of a motor interaction through cooperative games, 2

(two) questionnaires divided in two parts. The first part was composed of exercises and activities proposed by the new method; and the second part was a survey with questions regarding the effectiveness of the new method within the socio motor function proposal. The two questionnaires had been validated by 8 (eight) masters of Physical Education and they were applied among 30 (thirty) physical education teachers who work with swimming in Grande Vitória, Espirito Santo state. From the analyses and from the answers of the teachers, some corrections and additions to the exercises were added to the swimming education method valuing its socio motor function acts and cooperation perspective.

Conclusions

The results of this study indicate that this new swimming learning method make the students be more cooperative in their activities, and make them value more the group achievements rather than the individual ones. Thus, this study revealed us a new field to be worked with sports that were once seen as psychomotor. They can be transformed into socio motor sports of motor interaction cooperation. For this, the professional must be concerned about the activities to be applied. In this in case, collective games had been applied as well as cooperative games in groups and games as reference for the swimming learning. I used a mean activity - as described above - to achieve a successful end which was the growing up of a citizen who, as a consequence, learned to how to swim. The conclusions extracted in this study, besides agreeing with the epistemology of Tubino (2002), in which the Right to the sports practices is one of the methodologies used in the formation of the man to improve the citizen of the world process, contributing for the construction of a fair, homogeneous, cooperative and sympathetic society, preserving and valuing the human relationship, bringing to the community where this new method has been applied a new means of humanization for the people who live in the nearby areas.

Therefore, the consolidation of this study aims to support all the professionals who work with social sports projects such as the practice of athletics, GRD and Swimming that surely can be a collective motor interaction activity of cooperation, bringing about a new sense to the sport of swimming.

REFERÊNCIAS

BROTTO, Fábio O. **Jogos Cooperativos** - Se o importante é competir, o fundamental é cooperar. São Paulo: CEPEUSP 2002.

FREIRE, J.B. **Educação do Corpo Todo**. São Paulo: Scipione Ltda, 1989.

TUBINO, M.J.G. **As Teorias da Educação Física e do Esporte. São Paulo: Manole, 2002.**

PARLEBAS, Pierre (1981) : *Contribution à un lexique commenté en sciencie de l´action motrice.* INSEP, París.

----------. ***Juegos, deporte y sociedad. Léxico de Praxiología Motriz.*** Editorial Paidotribo, Barcelona. (2001)

Beresford, Heron. **Estatutos epistemológicos da Motricidade Humana**. Rio de Janeiro: PROCIMH, UCB, 2005

ORLICK, Terry. ***Vencendo a competição***. São Paulo: Círculo do Livro. 1989.

Lagardera Otero, F., **Lavega Burgués, *Introducción a la Praxiología Motriz.*** Editorial Paidotribo. . 2003

Urgelés, A. L., "**Pedagogia de las Conductas Motrices y Praxiologia Motriz**." *Apunts: Educació Física i Esports*. 1989

Carlos Antonio Sfalsin
Rua paraguai - 185 - Jardim América - Cariacica ES
Cep 29140190 - telefone 27-32267438
sfalsin@hotmail.com

SWIMMING AND ITS SOCIAL VALUE: AN EDUCATIONAL METHOD BASED ON THE SOCIO MOTOR FUNCTION

ABSTRACT

In physical education, the transformation and the progress of the acquisition of motor function is a process whose effects are relevant for the individual's formation. It is widely known that mixing the practice of sports and the development of social abilities have been producing good results, which can be observed here in Brazil with the popularization of some sports modalities. This way, sports started gaining space in the social context during last century, but also from private companies and even the creation of a third sector with social sports projects. Mainly because sport is considered a source of health, an element of great educational value, besides involving other values such as: fraternity, cooperation and inclusion. Thus, the educator couldn't be indifferent to this instrument. For this reason, educational sport as manifestation of the sport-education transformed itself into a preparatory way not only for the sports, being able to generate future athletes but also promoting the citizenship. So, it is possible to ensure to young and to children of underprivileged communities that exists other pedagogical alternatives to their lives.

Thus, the purpose of this study was to create a learning swimming method which would be different from other traditional methods. Concepts and divisions of the sport according to theory of Parlebás (2001) were used in order to search a methodological relation of the socio motor function and the psychomotor function to consolidate the creation of a didactic methodology that would enable an effective contact of those children and adolescents with the universe of swimming, objecting the socio motor function ability, as well as promoting the development of the pupil's personality and emotional capacities; generating interaction between the participants; raising awareness and taste for physical activities since all these elements gather conditions to promote a conscious and effective exercise of the citizenship.

VALEUR NAGEANTE ET SA SOCIALE : UNE MÉTHODE ÉDUCATIVE BASÉE SUR LA SOCIO FONCTION DE MOTEUR

Résumé

Dans l'éducation physique, la transformation et le progrès de l'acquisition de la fonction de moteur est un processus dont les effets sont appropriés pour la formation de l'individu. On le sait largement que mélangeant la pratique des sports et le développement des capacités sociales avaient produit les bons résultats, qui peuvent être observés ici au Brésil avec la vulgarisation des modalités de quelques sports. De cette façon, fôlatre commencé à gagner l'espace dans le contexte social pendant le siècle passé, comme conséquence d'un bon appui non seulement du secteur public, mais également des entreprises privées anonymes et même de la création d'un troisième secteur avec des projets sociaux de sports. Vu ces faits, les sports n'ont pas pu laisser de côté l'aspect social. Principalement parce que le sport est considéré une source de santé, un élément de grande valeur éducative, sans compter qu'impliquer d'autres valeurs comme : fraternité, coopération et inclusion. Pour cette raison, sport éducatif comme la manifestation de la sport-éducation s'est transformée en manière préparatoire non seulement pour les

sports, pouvant produire de futurs athlètes mais également favorisant la citoyenneté. Des concepts et les divisions du sport selon la théorie de Parlebás (2001) ont été employés afin de rechercher une relation méthodologique de la socio fonction de moteur et de la fonction psychomotrice pour consolider la création d'une méthodologie didactique qui permettrait un contact efficace de ces enfants et adolescents avec l'univers de la natation, objectant la socio capacité de fonction de moteur, aussi bien que favoriser le développement de la personnalité et des capacités émotives de la pupille; produire de l'interaction entre les participants ; soulèvement de la conscience et du goût pour des activités physiques puisque tous ces éléments recueillent des conditions pour favoriser un exercice conscient et effectif de la citoyenneté.

EL NADANDO Y SU PROPIO TERTULIA VALOR : UN MÉTODO DESDE YO ESCUELA CON BASE EN AL SOCIOMOTRICIDADE AL CONDADO DESDE CARIACICA ES

Resume

Abreviación Al enseñanza físicas , el transformación Y cuánto cuesta progreso de la aprendiz de plomero en el bomba son un proceso , cuyo efectos son relevante por lo formación del chico. Constancia - en caso que dar gracias está hasta el bandido del espuela con el práctica sociais él viene relevar bons efectos , el un hasta lata ser percibado aquí dentro al Brasil , con el popularizar desde varios modalities. De otra forma , el un espuela debút ganancia aire al contexto tertulia al final siglo , como un conseqüência del él actos no solo del setor audiencia , pero también de la empresas privacidad Y como distante como pareja a ave del tercero setor a lo largo de proyecto sociais esportivos. Primero él diera traje, el un espuela hacía no puede quedar estacionario hasta el Apariencia tertulia. Pareja more , como siendo considerado un tipo desde hasta su salud um elemento desde amplio valor educacional. De otra forma , el profesora can't quedar sin ganas el un esto aparato. Él iba usado conceptos Y lotes del espuela second el un praxiologia desde Parlebás (2001), por atractivo un raono metodológica del sociomotricidade Y el un psicomotricidade, en un intento de consolidar crear de un methodology didática al proyecto aviador al Citty desde Cariacica al Espectro Santo capaz de efetivar el un YO contacto de aquel niños Y adolescente al universo del natal con base en en el sociomotricidade como un como pozo favor el desenvolvimiento del carácter del pupilo , desde su aptitudes motrizes Y emotiva ; producir obrar recíprocamente entre el asistentes ; despertar el sabor pelas atividades físicas. le hasta en el futuro Mayo ser banda condiciones desde consciencia por su ejercicio efetivo del ciudadanía. Completo - en caso que dar gracias está hasta...

A NATAÇÃO E SEU VALOR SOCIAL: UM MÉTODO DE ENSINO BASEADO NA SOCIOMOTRICIDADE NO MUNICÍPIO DE CARIACICA-ES

Resumo

Na educação física, a transformação e o progresso das aprendizagens motoras são um processo, cujos efeitos são relevantes para a formação do indivíduo. Constata-se que a união do esporte com as práticas sociais vem rendendo bons resultados, o que pode ser percebido aqui no Brasil, com a popularização de várias modalidades. Desse modo, o esporte começou a ganhar espaço no contexto social no último século, como conseqüência da atuação não só do setor público, mas também das empresas privadas e até mesmo a criação do terceiro setor com projetos sociais esportivos. Diante desses fatos, o esporte não poderia ficar imóvel ao aspecto social. Ainda mais, porque ser considerado uma fonte de saúde, um elemento de grande valor educativo, além de envolver valores, como: fraternidade, cooperação, inclusão. Desse modo, o educador não pode ficar indiferente a este instrumento. Nessa perspectiva, o esporte educacional como manifestação do esporte-educação se transformou num caminho preparatório tanto para o esporte, podendo gerar futuros esportistas como para o exercício da cidadania. Deste modo, é possível apresentar a jovens e crianças de comunidades carentes que existem outras alternativas pedagógicas para as suas vidas.

Diante desta situação, a proposta deste estudo foi criar um método de ensino aprendizagem na natação que diferenciasse do ensino tradicional. Foi utilizado conceitos e divisões do esporte segundo a praxiologia de Parlebás (2001), para buscar uma relação metodológica da sociomotricidade e a psicomotricidade, no sentido de consolidar a criação de uma metodologia didática no projeto piloto na Cidade de Cariacica no Espírito Santo capaz de efetivar o contato dessas crianças e adolescentes no universo da natação com base na sociomotricidade, como também favorecer o desenvolvimento da personalidade do aluno, de suas capacidades motrizes e emocionais; gerar interação entre os participantes. Para que no futuro possam reunir condições de consciência para o exercício efetivo da cidadania. Conclui-se que...