120 - RACKET SPORTS AT THE ELEMENTARY SCHOOL´S PHYSICAL EDUCATION: PROPOSAL OF AN ALTERNATIVE METHODOLOGY FOR OVER 10 -YEAR OLD CHILDREN.

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INTRODUCTION

It has been observed over the last years that the Physical Education Teachers have been looking for innovating methodologies for their lessons, by incorporating previously denominated "alternative" contents, as a way to potentialize the pupils´motivation at the sportive modalitites, thus enriching their moviment´s culture, stimulating the general motor abilities and the sportive development.

According to the Authors Collective (1992), the Physical Education contents are classified into sports, games, dances, fights and gymnastics.But, culturally speaking, the most worked out sports in the Physical Education lessons in Brazil, according to Reis (1994), are the four big collective sportive games: soccer, volleyball,basketball and handball.This way, other sportive modalities such as the racket sports are not taken into consideration, knowing that, contents like palyful activities or games based on the technical and tatical elements could also contribute to the students´cognitive,physical and social development.

Publications and researches applied to the racket sports theme are scarce in Brazil(Brustolin, 1995, Camargo e Martins, 1999, Lima e Carneiro, 1999 e Vianna Jr. 2002). A group of factors contribute for the practice of racket modalities not being widely broadcasted and popularized , for example, cultural and financial reasons and lack of knowledge. It is possible to practise racket sports at low costs, by using alternative materials which become as effective as the specific equipment, mainly when the objective is the sportive initiation , discarding this way, the idea that they must be played in large spaces, with the participation of two or up to four people.Aiming at spreading the racket modalitites contents, a methodological proposal is presented aiming at systematizing the pedagogical alternatives, which opportunize the practice of games and activities with over 10- year old children.

LITERATURE REVIEW

Several similaties can be observed among the racket sports. And obviously that at high level yield, the specificity of each modality highlights considerable differences.On the other hand, when we refer to the sportive initiation, we should consider, like Bayer (1986), the characteristics which behold the essence of this sportive grouping, their similarities and common constellative elements.Initially, the racket modalities nature requires the use of a piece of equipment which, although having different shapes, sizes and weights, can be considered as common: the racket which is the piece of equipment used to beat the ball.

The second particuliarity is the ação motora basic sturcture requires the knowledge of similar perceptive elements to execute pass or hit techniques. From the technical abilities point of view, according to what has been proposed by Kröger and Roth (1999 and 2002)as well as Roth, Kröger and Memmet (2002), in the text "Escola da bola"(Ball School), a common parameters set to execute this ability, can taken into consideration in the action of beating the ball.

Finally, the game´s basic structures inherent to each of the analysed modalities according to the environment and the participation of the companion and opponent have been identified. According to Moreno (1994), the sports can be calssified as being of opposition, of collaboration and collaboration/opposition, concerning that, considering the use of space, it can be: common

(shared) or separated(by nets or stripes) and the athletes participation: silmultaneous or alternate. Em destaque, there are the sports grouped by the space use structure and the athlete´s way of participation, taking it into consideration the wide list of modalities(Figure 1).

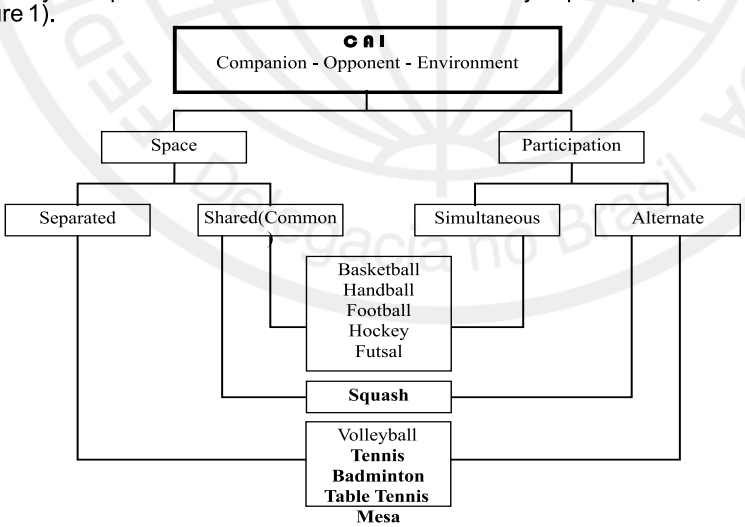


Figura 1- Classification of collaboration/opposition sports. Adapted by Moreno (1994). Racket sports highlighted.

From Moreno´s classification (1994), it is possible to opportunize the racket modalities characterization, at first instance, as being games of alternate participation, whose actions are executed in a space separated by a net (Tennis, Table Tennis and Badminton) or shared (common) space such as for Squash.

The age band for the insertion of the racket sports content could be considered, according to what has been proposed by Meinel e Schnabel (1987), from 9-10 years of age.At these ages,the learning progress becomes clearer, together with the develpment of the physical and cognitive aspects, besides the fundamental motor co-ordination and abilities for the children´s development process. But this does not mean that the methodological proposal can not be applied to other ages.There are no restrictions to opportunize the sportive initiation, and other aspects such as the participant´s former experience, his capacity of achieving the tasks, the motivation and interest he holds to acquire new knowledge.

The present essay is based on the pedagogical reference proposed in the Universal Sportive Initiation texts (IEU)

by Greco and Benda (1998) and Greco (1998) and on the Escola de Bola (Ball School) by Kröger and Roth (2002). Both woks aim that the teaching-learning-training (t-l-t) process follows the game comprehension, concerning its tatical processes first instance (A), and concommitantly the development of the coordinative capacities(B) and the basic techinical abilities(C) for the T-L-T process. In these proposals the need to put off the precocious specialization- oriented processes must be highlighted, taking mainly into consideration the deveopment of only one sportive modality, as well as the analytical processes, where the game is considered, in the conductivist version, as being the sum of repetitive processes of the technical gesture´s mechanicist learning trend to soon promote the teaching of tactical capabilities and development.

IEU´s proposal "uses the game and the co-ordination training like methodological-didatical elements according to the children´s bio-psico-cognitive maturity, respecting their interests and needs" (GRECO and BENDA, 1998) and according to Escola da Bola´s essay it is "the concept constituted by tasks to be executed for the development of general game capacity, aiming at the basic tactical competence, through forms of games in which the child must solve problems to meet the targets proposed by the teacher" (KROGER e ROTH, 2002). In the ABC´s initiation training the child learns how to play (A: situation-oriented games), the co-ordenation is improved (B: coordenative capacities oriented) and the ball´s mastering is improved (C: abilites oriented). In the chart 2 below the proposals´ bases, which are used as reference (ABC) and the set of elements to be fullfilled in the T-I-T process are shown for the sportive initiation of sports in general.

Bases	A: situation-oriented games	B: coo rdenative capacities-oriented	C: abilities-oriented
Elements	**Tatical Pieces**	**Conditioners**	**Abilities**
	❖ Hit the target ❖ Transport the ball to the aim ❖ Get the games´s tatic advantage ❖ Collective Game ❖ Recognize spaces ❖ Outmatch the opponent ▪ Volunteer and guide itself	Pressure of: ❖ Time ❖ Accuracy ❖ Complexity ❖ Organizatio n ❖ Variability ❖ Load	❖ Angles Control ❖ REgulate the strength application ❖ Determine the pass moment ❖ Determine the running lines and the ball ´s time ❖ Volunteer ❖ Antecipation of the pass direction ❖ Defensive antecipation ❖ Displacement Observation

Chart 1: (ABC)´s pilares and the set of Roth, Kröger and Memmet´s (2002) elements

The age band initially proposed for the development of both the motor capacities and of the game capacity comprises praticantes in the ages between 6 and 12 years old.In this phase the T-L-T process must observe not only the chronological age as well as the level of motor experience which must be taken into consideration to stimulate the incidental learning process, that is, learn to play and play to learn.Besides living the situation, the pupil must understand the game and its dynamics, always analysing his own participation.This way, the methodological proposal does not aim at maximizing the sportive yield, but it intends to improve the game comprehension.

According to IEU´s proposal, the use of alternative materials is worth it to opportunize the coordinative development and the technical abilities learning, which are necessary for the later improvement of specific gestures of the sports em questão. The chart 5 describes the set of materials which can be used to substitute the equipment, the racket, dos implementos, ball and shuttlecock and the official markings, which do not need to have the official dimensions to opportunize their practices.

Official Equipment	Racket	Ball or Shuttlecock	Markings
Alternative Materials	Boards Sticks Stool Hanger Rackets Plastic Bottles Swimming Palm groves	Baloons Balls made of: Sock Polysterene Rubber	Chalk Ropes Cones Banco sueco Wall Tables in g eneral

Chart 2: Set of alternative materials for the T-I-T process of the sportive initiation for the racket sports..

Some technical abilities are of great importance for the sports and they are related to elements which are necessary for the performance of pass or hit techiniques as in the racket sports. Presenting practical exemples of the IEU and EB methodologies fusion, racket sports general learning technical abilities development-oriented activities will be proposed.Such abilities are named as the ones expressed in chart 1, technical pieces or "bricks" common to technical actions in the Sports Games.In the charts 3, 4 and 5 it can be observed that one activity oportunizes itself for the development of two or more technical pieces.

Technical pieces	Rackets tasks	Photo
❖ Angles Control • Regulate the strength application	▪ Hit the ball against the wall up to a line; ▪ Hit the ball against the targets at wall; ▪ Hit the ball at floor, making its returne through the wall.	

Chart 3: Technical pieces and examples of rackets tasks.

Technical pieces	Rackets tasks	Photo
❖ Volunteer ❖ Determine the pass moment	▪ Control the ball at racket and strike up a net; ▪ Control the ball at racket and strike at the 2 side of courts; ▪ Stroke up a net using volley.	

Char 4: Technical pieces and examples of rackets tasks.

Technical pieces	Rackets tasks	Photo
❖ Antecipation of the pass direction • Displacement Observation	• In a court whit 4 bases and a central base, a team (4 players), play again st 1 kick. The kicker hit the ball and must to run at bases while others 4 palyers cacth the ball and give it back for the central base player.	

Chart 5: Technical pieces and examples of rackets tasks.

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RACKET SPORTS AT THE ELEMENTARY SCHOOL´S PHYSICAL EDUCATION: PROPOSAL OF AN ALTERNATIVE METHODOLOGY FOR OVER 10 -YEAR OLD CHILDREN.

ABSTRACT
The present work has the objective of proposing the systematization of pedagogical alternatives which aim at opportunizing the racket sports teaching-learning-training process at the Elementary
School´s Physical Education, applying, in practice, activiities and tasks with over 10-year-old children.The characteristics which behold the essence of racket sports have also been analysed, so that they can be initially tried out as a sport grouping, relating their similarities to the match´s tatics, understanding aspects and the general technical abilities. The study has been characterized as being literature review, and it is based on framing the processes of the match´s incidental teaching to reach the racket sports learning through an intentional process.
Key-words: teaching-learning-training . Racket sports.Technical abilities.

SPORTS DE RAQUETTES DANS L'EDUCATION PHYSIQUE SCOLAIRE: PROPOSITION D' UNE METHODOLOGIE ALTERNATIVE CHEZ LES ENFANTS TE ÂNGÉS À PARTIR 10 ANS.

RESUMÉ
Ce travail a eu pour but de proposer la systématisation des alternatives pédagogiques visant rendre convenable le processus d'enseignement - apprentissage - entraînement des sports de raquette dans l'éducation physique scolaire, tout en mettant en oeuvre la pratique d'activités chez les enfants âgés à partir de 10 ans. Pour cela, on a analysé aussi les caractéristiques qui contemplent l'essence des sports de raquette pour que ceux-ci soient d'abord expérimentés en tant que groupe de sport. D'autre part un parallèle fut établi entre les aspects de la compreension tactique de jeu et des habilités techniques générales. L'etude fut caractérisée en tant que révision de littérature dont appui passe par la délimitation des processus d'enseignement non intentionnel du jeu et, ensuite, parvenir à l'apprentissage des sports de raquettes par le biais d'un processus intentionnel.
Mots clés : Enseignement - Apprentissage - Entraînement . Sports de raquette. Habilités techniques.

DEPORTES DE RAQUETA EM LA EDUCACIÓN FÍSICA ESCOLAR: PROPUESTA DE UMA METODOLOGÍA ALTERNATIVA PARA NIÑOS A PARTIR DE 10 AÑOS.

RESUMEN
Este trabajo tuvo por objetivo proponer la sistematización de alternativas pedagógicas que permitan adecuar el proceso de enseñanza aprendizaje entrenamiento de los deportes de raqueta en la educación física escolar, empleando en la práctica actividades y tareas con niños a partir de los 10 años. Se analizó también las características que contemplan la esencia de los deportes de raqueta para que sean inicialmente experimentados como un conjunto deportivo, relacionando sus semejanzas con los aspectos de la comprensión táctica del juego y de las habilidades técnicas generales. El estudio se caracterizó por una revisión de literatura apoyándose en la delimitación de procesos de enseñanza incidental del juego, para llegar al aprendizaje de los deportes de raqueta a través de un proceso intencional.
Palabras-clave: enseñanza-aprendizaje-entrenamiento. Deportes de raqueta. Habilidades técnicas.

ESPORTES DE RAQUETE NA EDUCAÇÃO FÍSICA ESCOLAR: PROPOSTA DE UMA METODOLOGIA ALTERNATIVA PARA CRIANÇAS A PARTIR DE 10 ANOS.

RESUMO
Este trabalho teve por objetivo propor a sistematização de alternativas pedagógicas que visam oportunizar o processo de ensino-aprendizagem-treinamento dos esportes de raquete na Educação Física escolar empregando na prática, atividades e tarefas com crianças a partir dos 10 anos. Analisou-se também as características que contemplam a essência dos esportes de raquete para que estes sejam inicialmente experimentados como um grupamento esportivo, relacionando suas semelhanças com os aspectos da compreensão tática do jogo e das habilidades técnicas gerais. O estudo caracterizou-se como sendo de revisão de literatura, e apoiou-se na delimitação dos processos de ensino incidental do jogo para se chegar ao aprendizado dos esportes de raquete através de um processo intencional.
Palavras-chave: ensino-aprendizagem-treinamento. Esportes de raquete. Habilidades técnicas.