74 - METHODOLOGIES OF TEACHING OF THE COLLECTIVE SPORTING GAMES

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Introduction

The Collective Sporting Games constitute, at the present time, a reality sóciocultural that occupies significant place in the contemporary societies, whose educational importance is related to the development and the human being multilateral formation. Reis (1994) it points them as predominant contents in the classes of physical education of the great majority of the schools of 1st and 2nd degrees, being also very practiced in clubs and other institutions, as much as competition as recreation activity.

In the current days, a considerable increase has been verifying in the discussions on the methodologies of teaching of the collective Sporting games, with countless subjects in debate, mainly in the pedagogic approaches used with children and young, what causes a lot of times the teachers and technicians if they see " in a street without exit " (Bayer, 1986, p.8). This process, according to Greco & Benda (1998) a trilogy inseparable exists, or be a teaching-learning-training process, have seen that the learning process interrelates with the teaching, but both they are rendered and they are optimized through the training.

In the process teaching-learning-training of the Collective Sporting Games, he/she affirms Bayer (1986), the succession of two opposed pedagogic currents to exist, which were consisted by Greco (1995) so much to exist in practice scholar as in practice of the tactical initiation in the clubs and schools.

On one side, the methods traditional or didactic (Bayer, 1986), that they emphasize the teaching of the movement techniques starting from the application of the method partial or global, considering them pré-requirements to develop the tactics and to stimulate the sensation of the game in the children. Standing out two fundamental processes in the acquisition: the memorization and the repetition, that allow to shape in the child the adult's rigidity.

On the other hand, the active methods (Bayer, 1986) that has been trying to point out that the game is learned playing, being based fundamentally at the beginning of the transfer of information. This current considers the child's interests and they request starting from lived situations the initiative, the imagination and the personal reflection to favor the acquisition of an adapted knowledge.

In this sense, we propose through a bibliographical research, a historical report of the main Methodologies of teaching of the Collective Sporting Games adopted in Brazil, the principal percussionists of these methodologies, as well as to point the main advantages and disadvantages of your use in the process of teaching learning training of the Collective Sporting Games.

Methodologies of the process teaching learning training of the collective Sporting games.

During the last decade different teaching forms and analysis of the sport have been appearing, especially, of the collective Sporting games, fruit of the inquietudes certain sections of our profession, have seen the growing increase in the dialogue, longing for the search of new pedagogic procedures, with views to facilitate the learning.

Garganta (1994) he/she affirms that the development of the different sport modalities has been influenced by different thoughts and for the coming knowledge of multiple disciplines you inform, being initially the individual modalities as Athletics and the Swimming, and later the collective Sporting games, through a direct transfer of means and methods, without the concern the structural and functional specialty of this group of sports.

Bayer (1986) he/she affirms to coexist two pedagogic currents of teaching for the collective Sporting games: one uses the methods traditional or didactic, decomposing the elements (fragmentation), in which the memorization and the repetition allow to mold the child and the adolescent to the adult model. The other current detaches the active methods, that take into account the youths' interests and that, starting from lived situations, initiative, imagination and reflection can favor the acquisition of a knowledge adapted to the situations caused by the unpredictability. Among those two pedagogic currents, they stand out several Methodologies of teaching of the Collective Sporting Games, which we will detach the more used in the process of teaching-learning-training of the Collective Sporting Games.

The Traditional methodology, outstanding for Bayer (1986) as the first methodological attempt of a rationalization of the pedagogy, position in practice " in the lands of the collective " sports (p.56), also known as approach mechanic in reason of having appeared in the period mechanic, in reference to the mechanical body of Discards.

That approach consists of the individualized learning of a repertoire of basic gestures, or be gestures without which the player cannot practice the modality sporting proposal or chosen. Second Reis (1994 and 2003), it happens a fragmentation of the content of the game and your use in pedagogic sequences of exercises divided by levels of difficulty in a methodological proposal of the easy to the difficult and of the simplest to the more compound.

The teaching-learning-training process, second Xavier (1986), it is divided in three moments, usually being used of the methods global, partial or mixed, promoting the teaching in a perspective that Garganta (1994) it considers: to " become trained the way of doing (technique) separate from the reasons of doing tactics " (p.14)

The literature of that approach presents thousands of activities, had as educational, that make possible the practice in couples, columns and arrays privileging the individual's learning in detriment of the bus. That practice addresses the player to the acquisition of technical gestures used in an identical way any that are the game situations. Turning the educational ones, according to Canfield & Reis (1998), in deseducativos, have seen that the practice happens in stable situations, inexistent in the game.

On the other hand, the simplicity of the approach, the direction, programming and evaluation of the activities of unilateral stamp, or be centered in the technician, they are advantages that make possible your use at the present time. Proven in the considerations of Garganta (1994) and Greco (1995), that a class of approach of the collective Sporting games in the nineties comes almost in the same way of the decade of 60, or be divided in having parts:

" 1st part-heating with or without ball (habitually without ball); 2nd main part-body of the class, where the specific technical gestures of the considered activity are approached, through simplified situations, with or without opposition; 3rd part-in function of the available time, it is used played forms (reduced games or I play formal)". (Garganta, 1994, p.14)

In this sense, Reis (2003) to shimmer the use of that methodology, especially the partial method, in the improve of the specific technique between the direction phases and specialization (Greco, 1998, p.77), because the partial method makes possible: the improvement of the technique, the facilitation of the learning for the fragmentation of the movements and for the levels of difficulty, the domain of the foundations for the repetition and automation of the gestures.

In the attempt of aiding the Traditional Methodology, an alternative form of teaching of the Games appears in the beginning of the decade of 60 of last century denominated Series of Exercises, considered by Dietrich, Durwachter & Schaller (1984, p. 11) as " a series in ways of exercises in the game methodology, organized according to methodological " point of view. Though, it still presents as central characteristic the teaching through the learning of basic techniques and you form analytic.

In the Methodology of Series of Exercises he/she notices the application of the progression notions, refinement and application, which were defined for Rink, mentioned by Grace (1995), " as fulcrais of the structuring processes and conduction of the teaching " (p. 29), where for progression he/she understands each other the manipulation of the degree of complexity of the

tasks, refinement to the quality of the students' answer and the application to the placement of situations and or of solemnity-evaluation.

The same author, mentioned by Grace (1995), regarding the progression in the teaching of the collective Sporting games, it established four levels of complexities for the exercitação situations:

- Situations of type 1: exercitação of the simple abilities without opposition;
- Situations of type 2: exercitação of the combination of abilities still without opposition;
- Situations of type 3: exercitação in situations of simplified opposition, forms to parcel out of game, reduced number of players in advantage or numeric equality;
- Situations of type 4: exercitação in situations very similar to the formal game.

However, it falls to the Methodology Series of Exercises you criticize them of the traditional approaches, second Heron (1995), of presenting the teaching in two different moments: the first embracing the teaching of the basic techniques in isolated situations and the other private room for the complete game, usually very deprived of assistance in terms of explicit teaching.

Being characterized that about main negative point of the methodology, as it points out Saad (2003) " the isolation of the parts leaves without effect the dramatic of the game, what does with that gets lost the motivation swiftly for the learning " (p.37).

At the beginning of the seventies. according to Greco (1995), it begins to the recreational concept of the Collective Sporting Games to be introduced, also denominated Series of Games. For Bayer (1986, 1994) it denominates her/it like " Sport " Lúdica, where all the activities are characterized by the collective aspect of your practice, intending to leave of the whole to arrive to the element in opposition the idea mechanic of the existent methodologies.

That methodology tries to propitiate the beginners, according to Dietrich, Durwachter & Schaller (1984) the opportunity to live the game that you/they want to learn, respecting since your beginning fundamental idea, growing in knowledge to try more difficult forms. Garganta (1994) it points out the use of creative games to foment learning playing, and the technique appears to answer the global situations imposed by the game.

The Methodology Series of Games to allow a creative game with demands of varied motive solutions your base it is the individualism, consequently it causes " tactical gaps and descoordenação in the collective " actions (Garganta, 1994, p. 20). in spite of making possible good tactical notion of the game and the students to tend her they like the class, it presents a slow construction of the game, residing in this aspect to main disadvantage of this methodology.

In the decade of 90,do passed century, the sporting literature (Garganta, 1994; Grace & Oliveira, 1995; Greco, 1998 and Mosque, 1997), according to Saad (2002) it presented a new equal methodology the teaching of the Collective Sporting Games, that can be denominated of Structuralism. For Bayer (1986), that approach is based on a transferable practice, a pedagogy of the intentions, where each player develops your action in the game field, with an intention that modifies the present action demanding from the other players some intentions that pronounce to each other.

For so much, that Methodology proposes structural modifications in the game that you/they reduce your complexity (simplification of the rules, numbers of players, modification of the game space and equipments, etc), however those modifications should conserve the objectives and essential elements of the game. Garganta (1995) he/she affirms that the objective headquarters of this methodology, consists of the development of a motive and mental readiness of the apprentice distant of the simple automation of gestures centered in the assimilation of action rules and beginnings of administration of the space of the game, as well as of communication forms and against-communications among the players.

The process of simplification of the complex structure of the game takes to an inevitable division of him, however, this division should respect that that the game has of essential, in other words, the cooperation, the opposition and the finalist" (Garganta, 1994, p. 22).

In this perspective, Saad (2002) he/she affirms a relationship dialética to exist between the attack and the defense in the Collective Sporting Games and that the maintenance of the connection interns of the game it happens starting from three variables: the phases (that characterize the fundamental situations of the game), the forms (that characterize the structures of complexity of the game during the phases) and the factors (that characterize the individual and collective actions of the game, technical and tactical behaviors of harmony with the phases and forms).

The Methodology Estruturalista makes possible an united understanding of the technical and tactical actions since the beginning of the process teaching-learning-training, have seen that the structural modifications don't modify the essence of the game, it results him/it in an exercitação in real situations of game they demand from the players, according to Greco (1998), the development of tactical situations that implicate in making decisions executing specific techniques of each modality.

Therefore, this methodology offers a reduction of the complexity of the game, to facilitate the apprentices' assimilation, thwarting the division in elements or established foundations in the Traditional Methodology, it presents the process teaching-learning-training of the Collective Sporting Games in functional structures that allow a learning reference to action beginnings and rules of administration of the Game.

And to the break of the century XXI, appear two methodological approaches, which can be considered emergent in the teaching of the Collective Sporting Games, THE teaching of the games for the understanding (teaching love it goes understand - TGFU) of Bunker and Thorpe (1982) and the School of the Ball of Kroger and Roth (2002).

TGFU, second Grace (2002), it was systematized in your fundamental lines by Bunker and Thorpe in a small entitled " article Model it goes the Teaching of Games in Secondary Schools " published in the Bulletin of Physical Education, in 1982, that now lives a phase of great vitality and to update. Does this model extol the development of the game capacity subordinating the teaching of the technique to the tactical understanding of the game, in other words, the teaching of the " Reason? for the How "? Thorpe and Bunker (1989).

In agreement with Bunker and Thorpe, mentioned by Grace (2003), this model became separated in 6 phases, where the teaching begins with the presentation in a modified way of appropriate game to the age and the level of the students' experience, with the intention of confronting the students with the game problems that challenge your capacity to understand and to act in the game. It is proceeded, the following phase consists of the appreciation of the rules of the game and the effect that the introduction or modification of the rules exercises in the form as it is punctuated, in what it can her and he/she cannot do.

The third and fourth phase include to understand the understanding of the tactical problems of the game, privileging the understanding of the elementary tactics, through the identification of the tactical problems of the game; and the context of the electric outlet of decision around the subjects: what to do? And how to do?. Starting to worry, in the fifth phase, with the learning and domain of the necessary technical abilities to solve concrete problems of the game, recognizing the need to seek the work of the technical abilities specifically, however should it be preceded by the exhibition to tactical problems? And the sixth phase emphasizes the performance, the consolidation of the quality of practiced game, what will open the possibilities of a new cycle for your time.

In highest the model sticks her/it a style of teaching of driven discovery, where the athlete, exposed to a situation problem, it is incited to seek solutions, you verbalize her/it them, to discuss them, you explain to her them, helped by the technician's strategic subjects, with objective of bringing the equation of the problem and respective solutions for a level of conscious understanding and of action deliberately tactics in the game. (Grace, 2002)

The approach pedagogic School of the Ball (Kroger & Roth, 2002), he/she leans on three basic pillars: games guided for the situation, equal orientation the capacities coordinates and orientation for the abilities. This teaching model extols the ransom of the activities that the children not lived at the streets, parks and squares in a past so distant, where the coexistence with other children made possible to existences of countless experiences motive, cognitive and social.

The pillar of the games guided for the situation, according to Kroger & Roth (2002), it consists of making possible the child to learn to play, through games in forms of tactical elements to build the game. This pillar, fundamentally, according to the

authors' speech:

" he/she/you " aims at the development of the capacity of general game, of the basic tactical competence (I aim at). They will be offered forms of plays that are built becoming the basic elements to build the idea of the game (content). These games should be introduced to the children and to leave that these play (p.15)."

On the other hand, the pillar guided for the capacities it is based in the improvement of the condemnation with ball, should be improved the pré-requirements and the conditions important coordinates for the revenue in the games sporting buses in a necessary and brief way. It is finally, the pillar guided for the abilities; it aims at the improvement of the basic activities of ball domain, reached through the exercitação of necessary basic techniques to the elements that will allow growing with more technical possibilities.

The objective of the School of the Ball, according to Greco (2004), it is that the children can prove, to try in way different rich and varied movement alternatives. Without psychological and fundamentally pressures without having to adopt models or revenue parameters consecrated by the and for the adults. Should only " learn how " to play with freedom, to recognize and to notice form situations to understand them from the tactical point of view, with that can incorporate in your knowledge different forms of elaboration of rules of behavior.

Conclusion

The process of teaching-learning-training of the Collective Sporting Games should be pedagogic and coherent, have seen that is necessary to develop a series of stages that you/they correspond to moments of different behavior, in other words, the creation of the conditions for the children to learn and understand a game correctly. Like this being, it falls to the physical education professionals to have the deep knowledge of the elements of learning connection, have seen that the children and the taught modality need for the construction of a larger base of knowledge on the different beginnings and theories of the sport training and of the own didacticism.

In the two pedagogic currents, approached initially, on the teaching of the Collective Sporting Games, it seems a strong tendency to exist for a larger use of the traditional methods of Teaching of the Collective Sporting Games, have seen that a predominance exists in the literature on the teaching of the sports of these methods, except for rare exceptions, as for instance Greco & Benda (1998) and Kroger & Roth (2002). However, these methods to the they fragment the elements (techniques) of the game exercising them of repeated form and desconexa of the real situation of the game takes the child to a learning descontextualizado, evidencing the reproduction of repetitive movements and stereotyped.

The methodologies, of the second pedagogic current, are shown I begin her as ideals for the process of teaching-learning-training of the Collective Sporting Games, however it seems a certain resistance to exist for your use, perhaps for the fact of the learning to become slower and longed for them victories they are long to appear, or be for the lack of knowledge of the own methodologies or of a deep knowledge of the sport to which one want to teach, have seen that becomes indispensable for those methodologies to obtain success.

In this sense, it is noticed that younger teachers don't adopt none of these methods in an isolated way, but they look for the construction of a method of teaching-learning-training of the Collective Sporting Games adapted to the reality of your specific group of work adopting the advantages of the several methods, however, that is rarity.

It is ended that the presented methods present so much advantages, as disadvantages, but that fundamentally method doesn't totally exist mistaken, or be the misunderstanding a lot of times it is the moment of use, the place and for who the method will be used, however it is noticed the need, mainly in the schools, where habitually the teaching of the Collective Sporting Games has been an exclusive practice of the " talented " ones, the use of the active methods, that take into account the youths' interests and that, starting from lived situations, initiative, imagination and reflection can favor the acquisition of a knowledge adapted to the situations caused by the unpredictability.

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METHODOLOGIES OF TEACHING OF THE COLLECTIVE SPORTING GAMES

Abstract: In the current days, a considerable increase has been verifying in the discussions on the methodologies of teaching of the collective Sporting games, with countless subjects in debate, mainly in the pedagogic approaches used with children and young, what causes a lot of times the teachers and technicians if they see " in a street without exit " (Bayer, 1986, p.8).

In this sense, the objective of this work was to accomplish a historical report of the main Methodologies of teaching of the Collective Sporting Games adopted in Brazil, the principal percussionists of these methodologies, as well as to point the main advantages and disadvantages of your use in the process of teaching-learning-training of the Collective Sporting Games. For so much, he/she took place a bibliographical research, where the results presented to coexist two pedagogic currents of teaching for the collective Sporting games: one uses the methods traditional or didactic, that decompose the elements (fragmentation) constituent of the game and the other current detaches the active methods, that take into account the youths' interests and that, starting from lived situations, initiative, imagination and reflection can favor the acquisition of a knowledge adapted to the situations caused by the unpredictability. Among those two pedagogic currents, they stand out several Methodologies of teaching of the Collective Sporting Games, which we will detach the more used in the process of teaching-learning-training of the Collective Sporting Games. It is ended that the presented methods present so much advantages, as disadvantages, but that fundamentally method doesn't totally exist mistaken, or be the misunderstanding a lot of times it is the moment of use, the place and for who the method will be used, however it is noticed the need, mainly in the schools, where habitually the teaching of the Collective Sporting Games has been an exclusive practice of the " talented " ones, the use of the active methods, that take into account the youths' interests and that, starting from lived situations, initiative, imagination and reflection can favor the acquisition of a knowledge adapted to the situations caused by the unpredictability. Word-keys; Games, Methodologies, Sports

MÉTHODOLOGIES D'APPRENDRE DES JEUX DE SPORT COLLECTIFS

Le résumé: Dans les jours courants, une augmentation considérable a vérifié dans les discussions sur les méthodologies d'apprendre des jeux De sport collectifs, avec les sujets innombrables dans débat, principalement dans les approches pédagogiques utilisées avec les enfants et jeune, ce qui cause beaucoup de temps les professeurs et techniciens si ils voient " dans une rue sans sortie " (Bayer, 1986, p.8). Dans ce sens, l'objectif de ce travail était accomplir un rapport historique des Méthodologies principales d'apprendre des Jeux De sport Collectifs adopté au Brésil, le percussores principal de ces méthodologies, aussi bien que pointer les avantages principaux et inconvénients de votre usage dans le processus d'enseignement érudition formation des Jeux De sport Collectifs. Pour si beaucoup, les he/she ont eu lieu une recherche bibliographique où les résultats ont présenté pour coexister deux courants pédagogiques d'apprendre pour les jeux De sport collectifs: on utilise les méthodes traditionnel ou didactique, cela décompose les éléments (fragmentation) le composant du jeu et l'autre courant détache les méthodes actives qui prennent en considération les intérêts des jeunesses et que, commencer de situations vécues, l'initiative, imagination et réflexion peuvent favoriser l'acquisition d'une connaissance adaptée aux situations causées par l'imprévisibilité. Parmi ces deux courants pédagogiques, ils ressortent de plusieurs Méthodologies d'apprendre des Jeux De sport Collectifs que nous détacherons le plus utilisé dans le processus d'enseignement érudition formation des Jeux De sport Collectifs. Il est terminé que les méthodes présentées présentent tant d'avantages, comme inconvénients, mais que fondamentalement la méthode n'existe pas totalement trompé, ou est le malentendu beaucoup de temps c'est le moment d'usage, la place et pour qui la méthode sera utilisée, cependant il est observé le besoin, principalement dans les écoles où habituellement l'enseignement des Jeux De sport Collectifs a été un entraînement exclusif des " talentueux ", l'usage des méthodes actives qui prennent en considération les intérêts des jeunesses et que, commencer de situations vécues, l'initiative, imagination et réflexion peuvent favoriser l'acquisition d'une connaissance adaptée aux situations causées par l'imprévisibilité.
Les mot clefs; Jeux, Méthodologies, Sports,

LAS METODOLOGÍAS DE ENSEÑAR DE LOS JUEGOS DEPORTIVOS COLECTIVOS

El lo abstracto: En los días actuales, un aumento considerable ha estado verificando en las discusiones en las metodologías de enseñar de los juegos Deportivos colectivos, con los asuntos innumerables en el debate, principalmente en los acercamientos pedagógicos usados con los niños y joven, qué causas muchos tiempos los maestros y técnicos si ellos ven" en una calle sin la salida" (Bayer, 1986, p.8). En este sentido, el objetivo de este trabajo era lograr un informe histórico de las Metodologías principales de enseñar de los Juegos Deportivos Colectivos adoptado en Brasil, los defensores principales de las metodologías, así como para apuntar las ventajas principales y desventajas de su uso en el proceso de enseñanza-aprendizaje-entrenar de los Juegos Deportivos Colectivos. Para tanto, los tuvieron lugar una investigación bibliográfica dónde los resultados presentaron para coexistir dos corrientes pedagógicas de enseñar para los juegos Deportivos colectivos: uno usa los métodos tradicional o didáctico, eso descompone los elementos (la fragmentación) el elector del juego y la otra corriente destaca los métodos activos que tienen en cuenta los intereses de las juventudes y que, empezando de las situaciones vividas, la iniciativa, imaginación y reflexión pueden favorecer la adquisición de un conocimiento adaptada a las situaciones causadas por el imprevisto de los juegos. Entre esas dos corrientes pedagógicas, ellos destacan varias Metodologías de enseñar de los Juegos Deportivos Colectivos que nosotros destacaremos el más usado en el proceso de enseñanza-aprendizaje-entrenar de los Juegos Deportivos Colectivos. Ha acabado que los métodos presentados presentan tanto ventajas, como las desventajas, pero que fundamentalmente el método no hace totalmente equivocado, o sea la equivocación muchas veces es el momento de uso, el lugar y para quién el método se usará, sin embargo se nota la necesidad, principalmente en las escuelas de dónde habitualmente la enseñanza de los Juegos Deportivos Colectivos ha sido una práctica exclusiva el" talentoso" el ones, el uso de los métodos activos que tienen en cuenta los intereses de las juventudes y que, empezando de las situaciones vividas, la iniciativa, imaginación y reflexión pueden favorecer la adquisición de un conocimiento adaptada a las situaciones causadas por el imprevistos de los juegos. Los palabra-llave; Los juegos, las Metodologías, los Deportes,

METODOLOGIAS DE ENSINO DOS JOGOS ESPORTIVOS COLETIVOS

Resumo: Nos dias atuais, tem-se constatado um aumento considerável nas discussões sobre as metodologias de ensino dos jogos Esportivos coletivos, com inúmeros assuntos em debate, principalmente nas abordagens pedagógicas utilizadas com crianças e jovens, o que ocasiona muitas vezes os professores e técnicos se verem “numa rua sem saída” (Bayer, 1986, p.8). Neste sentido, o objetivo deste trabalho foi realizar um relato histórico das principais Metodologias de ensino dos Jogos Esportivos Coletivos adotadas no Brasil, os principais percussores destas metodologias, bem como apontar as principais vantagens e desvantagens de sua utilização no processo de ensino-aprendizagem-treinamento dos Jogos Esportivos Coletivos. Para tanto, realizou-se uma pesquisa bibliográfica, onde os resultados apresentaram coexistir duas correntes pedagógicas de ensino para os jogos Esportivos coletivos: uma utiliza os métodos tradicionais ou didáticos, que decompõem os elementos (fragmentação) constitutivos do jogo e a outra corrente destaca os métodos ativos, que levam em conta os interesses dos jovens e que, a partir de situações vivenciadas, iniciativa, imaginação e reflexão possam favorecer a aquisição de um saber adaptado às situações causadas pela imprevisibilidade. Dentre essas duas correntes pedagógicas, destacam-se diversas Metodologias de ensino dos Jogos Esportivos Coletivos, as quais destacaremos as mais utilizadas no processo de ensino-aprendizagem-treinamento dos Jogos Esportivos Coletivos. Conclui-se que os métodos apresentados apresentam tanto vantagens, como desvantagens, mas que fundamentalmente não exista método totalmente equivocado, ou seja o equívoco muitas vezes é o momento de utilização, o local e para quem o método será utilizado, contudo percebe-se a necessidade, principalmente nas escolas, onde habitualmente o ensino dos Jogos Esportivos Coletivos tem sido uma prática exclusiva dos “talentosos”, a utilização dos métodos ativos, que levam em conta os interesses dos jovens e que, a partir de situações vivenciadas, iniciativa, imaginação e reflexão possam favorecer a aquisição de um saber adaptado às situações causadas pela imprevisibilidade.
Palvras-chaves: Jogos, Metodologias, Esportes.