31 - DEVELOPMENTAL TEACHING AND LEARNING OF VOLLEYBALL

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INTRODUCTION

This thesis sought to contribute to the field of Physical Education, particularly in the sports teaching volleyball with the possibility of a more significant aspects in learning sports skills development of learners to think rationally actions volleyball game and autonomy. Thus, the subject of this study was the teaching of volleyball in a formative perspective, highlighting the use of self-evaluation procedures that promote the improvement of mental abilities and qualitative changes in the performance of individuals in this sport.

By this line of research, we seek contributions for sport learning in educational thought of cultural-historical theory of Lev Vygotsky (1896 - 1934) and collaborators on activity theory Alexei Leontiev (1903 - 1979) and the historical-theory cultural activity from productions Vasili Vasilievich Davydov (1920-1998). Author of several books, university professor and doctor of psychology, Davidov is part of the third generation of Russian psychologists Vygotsky's followers. His work highlights the peculiarity of activity learning with the objective domain of theoretical knowledge obtained by learning common to many areas of knowledge (Libâneo, 2004) knowledge. Davidov (1988a) sought to answer the following questions didactic teacher: Can by teaching and education to form a person certain abilities or mental qualities that had not previously? How to analyze and organize knowledge to work with students? As these skills are best worked respecting the motives of students? Knowledge and tasks that are more prone to this on the grounds of the students? How the teacher manages the space of classes and how he organizes pedagogical situations?

DEVELOPMENT

The theory of developmental education, understood as a cultural-historical activity theory, is headquartered in the knowledge assumptions of historical and dialectical materialism, where it shows a relationship between human and social subject and the external reality around. As Davidov (1988a, p.7), the individual, to take ownership of socially constructed knowledge, "[...] reproduces itself the historical and social forms of activity [...]". Thus, the mental development is part of the modus operandi of developmental education precisely because objectification to take the learner's perception of the core concept of the objects under study and make possible abstractions that allow you to identify the secondary attributes arising, whether the more specific knowledge that characterize the objects and can change as the generalization that makes the central concept extracted from the analysis of the objects investigated (Libâneo, 2004).

The term developmental education implies, then, in creating opportunities for students to investigate problems that allow them to develop a theoretical relation to specific matters. Thus, it is expected that the activity of teaching in developmental perspective give the conditions for the student to internalize and incorporate in your mind do the necessary to troubleshoot all sorts concepts, and that, even in the face of unforeseen situations that happen and apparently new in everyday life, may have developed the ability to mentally organize concepts, information and knowledge necessary to discern situations and take better decisions in concrete situations. This character generalizing concepts should give students the condition intelligently act autonomously in any situation within the life, including creating new solutions to new problems based on the conceptual base already understood and honored.

This research consisted of a proposal of pedagogical intervention, the researcher previously planned and developed collaboratively by teacher volleyball that provided volunteer services in the sports schools of the city of Trinidad IES program - GO in 2010, this teacher with a degree in Sociology Physical Education and went through a special training to be able to act from the perspective of developmental education. Thus, the purpose of this was to understand how they gave the appropriation of concepts and about the desired qualitative changes in mental processing of student actions. For the choice of the students should be established that a group of young people from public schools, of both sexes and who have not yet participated effectively in a systematic volleyball sport initiation programs. Accordingly, after the disclosure of the event criterion for choosing the group included the order of arrival to the enrollment of students. 22 youth participated effectively in the experiment, 15 female and 7 male, all volunteers and 12 or 13 years of age at the beginning of the experiment.

The overall objective of the research was the use of the assumptions of the theory of developmental education in sports learning, in particular the possibility of self-assessment-dynamics in volleyball through a didactic-formative experiment. More specifically sought to verify the educational movement that happens between the teacher, the student and the object before the development of proposed activities in the didactic teaching training plan and investigate the influence of dynamic self-assessment as a teaching strategy in developmental perspective.

The didactic-formative experiment (EDF) is a special method of research is to study, in real situation, changes in the mental development of student actions through the intentional influence of the researcher. The formative experiment examines the object in focus, as he passes, ie, it creates appropriate and conducive in that, while we teach, also systematically observe the changes as they arise and performing the conditions are conditions that put in pedagogical practice. What therefore obtains an experiment is the report of the actions of observation and monitoring of the researcher into a phenomenon in the development process, based on the observed performance of the teacher. To Davidov (1988b), the contents of the materials should be arranged to facilitate the formation of the theoretical and scientific thought through the learning activity.

In dynamic self-evaluative, we seek to identify the potential for gains in shaping the personality of the learner and their sports performance coach volleyball game putting to the test a didactic-formative experiment the dynamic self-evaluative method, in which the student after the abstractions that had the early stages of the teaching and learning process, understood by the formation of important to practice the movements preliminary concepts and the practice of sports actions with awareness, developing actions pre-determined mastery of the movements that have been studied with the aim of after each action performed systematically record their performances, according to the parameters established in advance. The activities of this self-assessment process should provide a systematic analysis of the condition of each share held, giving space to create a scientific and sensible theoretical justification for the field of action, and propose a logical solution, given the historical and cultural conceptual basis that can minimize the difficulties perceived in game actions.

Therefore, the dynamic self-evaluative method aims to help the student internalize the ways of thinking, to reason, to investigate and act the science taught. There is an awareness of the action taken and the almost instantaneous judgment action by the practitioner himself (self-assessment) is expected, and should involve the likely problem and the possible solution of the

same. This awareness of the student should consider the conceptual basis that he already has, but if it is not enough he can get help in the group itself which somehow also evaluates the actions of each other under the supervision of the facilitator or mediator of knowledge between subject and object (Vygotsky, 1996; Lunt, 1995). Thus, the end of a session, or the working hours of content, after the systematic practice of the fundamentals of the notes and the self-assessments, the teacher will have to assess the important work being developed elements can restructure the knowledge and propose new mental actions that are able to lead students to think theoretically, revamping their concepts, reflected in desirable actions to practice the game of volleyball. In fact, the student should be constantly evaluated, so that the teacher can keep it instrumental, giving you able to exercise logical thinking and reasoning in what he has to do.

For the development of EDF diagnostic tests (questionnaires) at the beginning and end of the experiment in order to follow the development of the class were applied. The tests included questions on the desire to learn the concepts of actions and rules of the game of volleyball. After the development of each individual session interviews following a semi-structured, in order to obtain information on the socio-cultural context of the students as well as to abstract elements for the analysis of activities in the experiment were performed. The researcher accompanied the group on all classes of volleyball and all activities performed by the teacher who developed the experiment. In total there were 18 sessions lasting about an hour and thirty minutes each, where they worked the basic actions of the game of volleyball.

The contents worked in the education plan were: a) The history of volleyball; b) The core concept of the game of volleyball; c) The side for the game of volleyball attributes: serve, touch above headline, cut, lock. Student participation was requested in the following skills: a) Identify and describe body movements theoretically grounded to play volleyball in accordance with the rules of the sport; b) Explore and understand the type of motion best suited to be executed on the characteristics of the action (move) that the game takes place in practice; c) Correlate the successes and failures in the actions of the game as a way to find the best strategies of movements upon the occurrence of future efforts earlier; d) Explain and conveniently discuss the rights and wrongs of the actions that occurred during the act of play, featuring concepts involving the mastery of the fundamentals of the game.

Thus, seeking support in the fundamentals of developmental education have developed a framework to work teaching contents in the formative teaching experiment as follows: a) About working with teaching contents, were initially worked out the scientific concepts where students had the possibility of reinventing the object of study from the need to solve problems posed by the teacher; b) The second moment was working a theoretical contribution to science students, which included the formulation of concepts, definitions of terms, the study of the historical evolution of the object of study, experimentation movements and their variations, demonstrations of movement patterns , biomechanical analysis of possibilities in the execution of the movements and the rationale of international rules for the practice of specific movements; c) In the third phase the students were subjected to a dynamic self-assessment for verification, reflection, and awareness of the restructuring process; d) Fourth, the teacher made a new knowledge mediation under study, through a strengthening of the theoretical basis and according to the new standards on student performance. Then, the dynamic self-assessment was resumed; e) The fifth time was dedicated to reflection and evaluation process as a whole. Thus, the contents were developed by groups of tasks, so that the activities of the subjects demanded an active role in learning, especially in the development of thinking skills and cognitive skills.

As Davidov (1988, p 196.): "The method of the formative experiment is characterized by the active intervention of the researcher in mental processes he studies."

The development of this research enabled a process of analysis and synthesis on the observed regularities in the development of EDF in young beginners volleyball from the perspective of developmental education. During the process the teacher code-named Flor used as strategies sports learning tasks that included recreational activities, the contents of volleyball and formative assessment proposed by way of dynamic self-evaluation. During the development of the experiment we observe that there are several intervening factors that can influence the expected by the theory of developmental education outcomes. As Davidov, teaching is to encourage the development of thinking and that the external and internal conditions of the subjects involved in research must be capably controlled.

In the foreground, the teacher has to take ownership of the assumptions of developmental education not to fall into some perspective of traditional teaching. As I said Davidov (1986), the traditional school travels the path of empirical logic and develops the student's empirical thinking. In the case of sports teaching, the teacher should not get beat by the pressure that will be imposed by the culture of "do by doing", a very emphatic attitude in educational spaces.

From what we observed in the investigated context, teaching volleyball in developmental perspective to the school youth 12 to 13 years old can find certain cultural determinants of behavior that hinder the process of assimilation by students in the way of developmental learning.

The social representation of students on learning volleyball, probably generated the reasons for them to participate in the experiment. We realize that the reality show unlike representation they bring, there will be resistance to be overcome by teachers to promote a rapprochement of interests. So we found the student to get to class volleyball, was not there to develop a special way of reasoning skills. In this sense, there was a great effort made by the teacher which results in his conviction, determination, focus and patience to look before an apathetic culture of learning that seemed to be within these young people. The fact that the experiment has been developed with teenagers reinforced the premise that Davidov elementary school must turn mainly to the formation, in children, a creative attitude toward learning activity. Perhaps starting early developmental perspective on teaching students better assimilate a more profitable crop for the development of the ability to think.

CONCLUSIONS

This study answered the questions initially raised because the content development of volleyball and dynamic self-evaluation activity in developmental perspective can provide mental actions necessary and sufficient to lead students to internalize the basics to practice the game of volleyball as aspects of the personality, concept formation, autonomous and critical thinking about the object of study. Thus the objectives of this research could be achieved with the use of the assumptions of the theory of developmental education in learning volleyball and the development of self-evaluation in experimental dynamic process. But this happened insofar as the teacher noticed and assumed that purposeful human activity affects the act of making people, incorporating them new values and attitudes that did not have before. Thus, the fact that the students are all volunteers favored the research, but this does not guarantee the full development of the proposed planned teaching. It took from teachers, an additional ability to identify situational barriers of pedagogical relationship and know the interests of consistent subjects participating in the process.

The strategy to develop the recreational activities in the preparatory part of the class through the developmental perspective greatly facilitated the participation of students seeking to learn how to identify the genesis of knowledge. Students were much willing to recreational activities. This condition gave opening for the teacher to develop the activities planned for the

development of content Volleyball enabling the realization of the experiment.

The dynamic self-evaluation process that was experienced showed results consistent with the developmental pedagogical practice. This instructional procedure sought to build knowledge of the object in question "by" and "for" processing evaluation. The procedures that structured dynamic self-evaluative tasks developed under the coordination of professor, proved efficient when analyzed manifestations of students. We note that within the dynamic self-evaluation process the student was favorable to enlarge your vision and reasoning about the object of study conditions may be perceived its development mode.

The limitations of the value of dynamic self-evaluation activities in developmental perspective are more observable within the scope of the internal conditions of the subjects. Because the level of requests of mental actions becomes too high due to tasks that are set and the time limitation for the student trigger in your 'head' the necessary and logical actions to solve complex problems. On this fact, we observe that the student tired when you were asked a lot of mental activity.

The dynamic self-evaluative procedure requires the subjects involved an accurate understanding of the educational objectives of the activity and total availability of effort and performance so that they can abstract away the most of the knowledge involved in the dynamics. The teacher and the student must be imbued with the developmental task and assimilate the teaching and learning represent the means to boost mental development and that this happens from a general structure for the organization of learning activity. If there is no awareness of the subject, the dynamic self-evaluation activity lies in "pragmatism" pedagogical and does not allow the use of developmental pedagogical potential in the desired activity.

Therefore, the development of this research inferred that the educational work that is based on the developmental approach, necessarily, it is not the choice for a particular educational aspect as work with students of developmental form precedes the purposes of ideological and philosophical character which constantly are objectified in educational proposals. We think that just by the development of own reasoning abilities of students and teachers than any educational aspect can be effective. So most likely, the failure of some political-pedagogical teaching projects may be related to the process of teacher training in the internalization of the key concepts of the approach adopted was not consistent enough to be outsourced as provided in its theoretical assumptions or is, a traditional approach etc., criticism, placating

We conclude that physical education has great potential for mobilization of children and young people to act in a developmental way. The development of the EDF shows that it is fully possible for this area of knowledge have a more fruitful participation in training students to better prepare them for the demands of the contemporary world. Through sport of volleyball teaching can lead students to realize how to learn based on the assumptions of the theory of developmental education. Through the dynamics of sports learning can influence the formation of the personalities of the students, showing and offering them activities that will lead them to become more autonomous and with a capacity of more reflective thinking, logical, critical and consistent with the aspirations of individuals one, solidarity, democratic. fair society

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THE DEVELOPMENTAL TEACHING AND LEARNING VOLLEYBALL

ABSTRACT

This work is an investigation of teaching methodologies applied to learning volleyball. The problem formulated wonder if volleyball can be taught and evaluated based on developmental teaching contributing to the development of young students. The overall objective of the research was the application of the assumptions of the theory of developmental teaching Vasili V. Davidov (1930 - 1998) in activities of initiation volleyball for 22 students aged 12 to 13 years, students from the city of Trinidade (GO), through a formative teaching experiment. Data analysis showed that teaching volleyball can be developed by the assumptions of the theory of developmental teaching and self-evaluation procedures are a potentially dynamic formation of the capabilities of their own reasoning and motor performance of students.

KEYWORDS: Teaching developmental; Sports Education; Learning volleyball.

L'ENSEIGNEMENT DU DÉVELOPPEMENT ET APPRENTISSAGE VOLLEYBALL

RÉSUMÉ

Ce travail est une enquête sur les méthodes d'enseignement appliquées à l'apprentissage de volley-ball. Le problème formulé me demande si volley-ball peut être enseignée et évaluée en fonction de l'enseignement du développement en contribuant au développement de jeunes étudiants. L'objectif général de l'étude était l'application des hypothèses de la théorie de l'enseignement du développement Vasili V. Davidov (1930 - 1998) dans les activités de l'initiation au volley-ball pour 22 élèves âgés de 12 à 13 ans, les étudiants de la ville de Trinidade (GO), à travers une expérience pédagogique formative. L'analyse des données a montré que l'enseignement de volley-ball peut être développé par les hypothèses de la théorie des procédures d'auto-évaluation sont une formation potentiellement dynamique des capacités de leur propre raisonnement et de la performance du moteur d'étudiants l'enseignement et du développement.

MOTS-CLÉS: Enseignement développement; L'éducation sportive; Apprentissage de volley-ball.

O ENSINO DESENVOLVIMENTAL E A APRENDIZAGEM DO VOLEIBOL

RESUMO

Este trabalho faz uma investigação de metodologias de ensino aplicadas ao aprendizado do voleibol. O problema formulado quer saber se o voleibol pode ser ensinado e avaliado com base no ensino desenvolvimental contribuindo para o desenvolvimento de jovens escolares. O objetivo geral da investigação foi a aplicação dos pressupostos da teoria do ensino desenvolvimental de Vasili V. Davídov (1930 – 1998) em atividades de iniciação ao voleibol para 22 estudantes com idades de 12 e 13 anos, estudantes da cidade de Trindade (GO), por meio de um experimento didático formativo. A análise dos dados mostrou que o ensino do voleibol pode ser desenvolvido pelos pressupostos da teoria do ensino desenvolvimental e que os procedimentos auto-avaliativos dinâmicos constituem um processo potencialmente formativo das capacidades próprias de raciocínio e de desempenho motor dos alunos.

PALAVRAS-CHAVE: Ensino desenvolvimental; Educação esportiva; Aprendizagem de voleibol.