48 - VOLLEYBALL: METHODOLOGICAL POSSIBILITIES FOR LABOUR ORGANIZATION OF PROFESSIONAL PHYSICAL EDUCATION IN THE SCHOOL ENVIRONMENT

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doi: 10.16887/85.a1.48

INTRODUCTION

Volleyball The term was suggested by Dr. AT Halstead because the basic idea was to throw the ball from one side to the other, over the net with his hands. JY Cameron published the first article on the Volley Ball in 1896, and published in the city of Buffalo, New York.

The first country outside the United States where he was deployed volleyball was Canada in 1947 and has founded the International Federation of Volley Ball (FIVB) in 1962, the Volley Ball was admitted as an Olympic sport and its first appearance in the Olympics was in Tokyo in 1964 (CBV).

This made the volleyball won prominence also in the school environment. Thus the physical education professional should be prepared to use different methodologies in applying their lessons in order to ensure that the learning from these methodologies are consistent with the subject and the social / cognitive conditions of the students. To raise this issue we present methodological proposals volleyball that may assist teachers in their classes.

Apply methodologies volleyball at school is hard work, and in many schools the lack of materials difficult for some methodologies are worked, so we thought to present ways of working volleyball through stages of student development as its school career.

Thus, we chose this as the main research question the following fact: As we present the methodological proposals to work with the type of volleyball in the school environment?

RESEARCH METHODOLOGY

Established the object of study, as well as the goals that will guide our research and in constant search to understand what the process involves methodological training of education professionals who work with volleyball, we now seek basic methodological guidelines to support the research. To do so, we believe that this will hold the characteristics of a literature and exploratory research.

Literature since it aims to meet the different forms of scientific contribution that is made about a certain subject or phenomenon (in this case, formative assessment). Pilatti (2001, p.03) stresses a point at the time said that the construction of this type of research "is based on several authors who address certain subject position." Also assume aspects of exploratory given the possibility to increase experience about a particular problem.

Lakatos (. 1995, p 225) also contributes on the subject when you put it:

> Search somewhere today from scratch. Even though exploratory, ie the evaluation of a situation [...] at a given location, someone or a group, somewhere, must have already done the same or similar research, or completing certain aspects of the proposed research. A search for such sources, bibliographic or documentary, it becomes essential for the non-duplication of efforts, the main findings of other authors reached allows highlighting the contribution of the survey demonstrate contradictions or reaffirm behaviors and attitudes. Both confirmation in a given community, the results obtained in another company as the enumeration of the discrepancies are of great importance.

To define what kind of research that we are adopting, we must emphasize that the purpose of any scientific research lies not only in fact mere submission of a report, but rather the development of an interpretive nature concerning the data that were obtained.

The Methodological Proposals for Work with Volleyball

The team sport like volleyball requires decisive methodological proposals for their improvement is satisfactory. There are several teaching methods that teachers can use in their practice, but always in accordance with the goals outlined by him.

According to Saad (2002) methodologies for the teaching of collective sports games, belong to two major pedagogical trends: the traditional and active. However, in all teaching methodologies, there are two fundamental processes "involving the entire acquisition, memorization and repetition, which they are applying on the child's strictness adult" (Saad, 2002, p.28), this author Saad (2002), memorization and repetition of movement are critical to the child realize more perfectly the fundamentals of volleyball.

However, Mesquita (2000) and Greco (2001) advocate the partial method as one that offers students various technical elements, executed and rudimentary discontinuously. Using this rudimentary and fragmented way this method will favor the tactical and technical actions in a game contributing to student motivation.

Moreover, Rocheforf (1998), the mixed method is that it also works the technique in isolation, however, entering the teaching-learning process in the tactical context of the game. All these methods have the difficulty that the educator must convey the knowledge in their classes.

For Dietrich et al (1984), a methodology called "series of exercises" constituted the only existing alternative in the seventies, with respect to traditional methodology for the teaching-learning volleyball. In this design, the teaching of specific technical gestures Volleyball should be accomplished through analytical techniques, always performed by parts and from simple to more complex.

This author says that the work of volleyball should be accomplished through the technical gestures efficiently through simplified exercises, always the simplest to the most complex, therefore the methodologies should be applied so that students learn to play volleyball and not a simple accomplishment of movement without goals.

According Durrwachter (1984), the volleyball game features massive tactical and technical requirements through fast changes of game situations, arguing that the beginner only managed to put into learning situations simplified game. The author reports that in order for the student to learn volleyball he should be put in game situations, which will cause even learn the basics

of volleyball and tactics of the sport.

For Dietrich et al (1984), the various methodological possibility for teaching volleyball must start from the understanding that this collective mode presents very complex technical and tactical situations. Thus, students would be subjected to progressive forms from game situations so that the student progresses gradually.

Borsari (1989) also considered important to the child to learn to play volleyball through games adapted, principally related to net height, which should be for the possibilities of the players, depending on age, height and impulsion. Thus, the same "can learn to perform all the fundamentals of the game without encountering excessive barrier [...] that will lead to contract incorrigible defects and lose motivation due to lack of success" (BORSARI, 1989, p. 7).

Here, the author emphasizes that the adapted games and with respect to age, height and height of the net, enables the child to develop earlier the basic fundamentals of volleyball. Given that the child learn the fundamentals incorrectly in the learning phase, the future will be more difficult to correct the teacher.

Suvorov & Grishin (1990, p.13) believe that the prospective planning constitutes a major aspect in the initiation of children working in volleyball. For them, the volleyball constituted a sport that can "" assist "in the development of children [...] assisting in the development of important characteristics of students, such as critical thinking and self-control." In addition to these benefits the child volleyball back, he develops driving qualities like speed, flexibility and strength.

To Throat (1998), the main purpose of structuralist methodology, the practitioner is to develop a motor that availability will exceed the simple idea of automation of technical gestures. Based on this quotation we see that the student will have greater ease in the basic fundamentals of volleyball such as touch, headline and attack.

Phases Working as a Development Stage Presented by Students

Some stages are crucial in the teaching-learning process in the form of volleyball, with a will depend on the other, and such subsequent phases are essential for continuity of work and student progress engine.

Borsari, 1989, presents some phases that fit perfectly to the set of factors that are required for the type of volleyball. Therefore, we must respect the order indicated.

- Step Learning (9-10 years): playing games adapted, natural movement and execution of the fundamentals without much technical or tactical concern.
- Phase of sports initiation (11-13 years): introducing simple techniques in fundamentals and progressive adaptation phases of the game.
- Phase improvement (13-15 years): technical and tactical improvement of the fundamentals of the game, tactical adaptation process.

Suvorov and Grishin, 2004 suggest the following for the development of sporting activities use.

- Core exercises: dealing with the technical and tactical sport-specific and must be performed in the same manner in which the game takes place.
- Auxiliary Exercises: can be defined as those that help in fundamental exercises also serve to prepare students multipurpose.

In relation to all the aforementioned authors realize that ideas are that the teacher should develop methodological proposals for achieving a goal in their classes, which is to transmit the knowledge gained during their academic life for the student to learn to play volleyball and more than that to take the teachings lifetime.

The sport is named as one of the most remarkable phenomena of recent times, is considered as one of the cultural events of great social repercussions, being practiced in various places such as parks, streets, schools and clubs. Its popularity is evidenced by the press. (Matos, 2007).

So that physical education not only the sport itself, its values go far beyond promoting health, education inside and outside of school, cultural patterns and the enhancement of mutual respect. The role of the physical education teacher is not only to educate the student so that it performs well the foundation of the sport in their classes, but rather, to learn that the collective is part of your training as a person.

Aspects of Physical Education and Relations with Volleyball

The School Physical Education can systematize situations of teaching and learning to ensure students access to practical and conceptual knowledge. For this it is necessary to shift the emphasis on physical fitness and non-standard income that characterized Physical Education, for a more comprehensive view, covering all aspects involved in every bodily practices. It is essential also to make a clear distinction between the goals of Physical Education and objectives of sport, dance, gym and professional fighting, because though it is a reference, professionalism can not be mete desired by the school. (BRAZIL, 2001).

The sports in physical education classes are used as educational goals and promote the health team sport develop in students a sense affective partner.

The physical education works several sports, individual and team sports. Among these volleyball, which over the years has gained a large rise in world sport. Volleyball in both physical education classes and in training or competition in school is one of the most popular sports by students, given that it became the second largest international collective sport. Through the media, as happens in several ways, volleyball has brought a whole context that not only Brazil is the country of football, but yes, we have great teams and renowned players in Europe which is the center of excellence in the sport.

According to Chrysostom (2005), when starting a job learning in volleyball, one must have a clear idea of the behavior expected (learning), is that children play volleyball. You must have the awareness that we teach the fundamentals so they are used with the main objective of playing volleyball.

In Physical Education classes are worked on them several ways and this included volleyball, which in the view of Suvorov and Grishin (2004), volleyball facilitates implementation of educational tasks, whether they are made in close connection with the family of the teacher and the school and the knowledge of living conditions, work, and study of their students.

At the time of this modality in most cases it is apparent that the methodologies volleyball are often not worked. It's much easier to give the ball to the students and let them only use the game as part of the lesson. Since the fundamentals are very important to the sport.

Not only the fundamentals, but the rules governing the sport. Is often due to lack of material, or lack of interest of the teacher himself who in the past was an athlete mode and therefore considers the most important modality that suits you. It was also noted that the student was accustomed to a methodology that boys playing football and girls jump rope or do other kind of sport.

Volleyball must be implemented at an early series. For Oliveira (2005) contact anyone with the sports world happens very early on as a child. Therefore the methodology Volleyball must be implemented so that the student is not hampered in the following series without the knowledge of the fundamentals, tactics and rules.

For this to happen the teacher must be aware of the changes that occurred in the sport over the years, as the advantages and infractions systems throughout the match.

Recalling also the difficulties that teachers have with respect to the materials offered by many colleges for Brazil, that does not mean that the methodologies can not be worked with only one ball. Anyway, is the burden of the teacher to apply the methodologies volleyball in school physical education.

Paes (. 2002, p 53) points out:

> four problems of their application which hinder the development of content in physical education classes, namely: the esportivizada practice, it would be conducting various sports movements without a definition of the goals of the school environment; repetitive practice of technicians in different levels of education gestures, as regards the execution of these exercises in several sets of teaching; fragmentation of content related to lack of organization, structure and continuity of content to be worked; and finally, early specialization, which is determined by achieving results in a short period, causing the student to specialize in certain movements, rather than a diversification of motor actions.

This method of teaching volleyball is that often prevents the student to identify with the sport, considering that the repetition of movement is not crafted from diverse way, the student will enter the monotony and most often do not give up or feel more pleasure practice. Another factor is the issue of the teacher expected that short-term results, where the student feels pressured to perform a perfect movement, the concern being that the teacher should be the first motor portion and a suitable term to increase the level of intensity of movement, causing the student to perform with ease and without the pressure to perform the correct motion.

The fundamentals of volleyball are worked that stage where the child begins to practice the mini-volleyball, without the charge of completing the perfect move, and yes, an expression closer to what would be the foundation of volleyball.

Stages of learning volleyball

According to Müller (2009) each stage has its specificities in the teaching learning process, so each stage of development the student has a specific goal, since to know the environment in which it, socialize with others and in a matter of showing that the fun is well above just play volleyball.

Phase I. Basic Development according to Müller (2009), this initial phase the main goal is simply to make the child likes to play volleyball, enjoy the practice of the sport. Starting with the loot underneath, because the child does not have all developed muscles and the main thing is the teacher always correcting the child, so that their skills and fundamentals are well executed. At this stage the child's psychological needs to be stimulated with motivation, concentration movements, perception and prepare the child for winning and losing. Show that the "team spirit" is very important because volleyball is a team sport and sessions with little overhead basically aimed displacement and motor coordination.

Phase II. In the phase of improvement improvement the child has already started basic movements of volleyball, and, from the simplest to the most complex, so it would not desmotive the child if she can not perform certain movement. At this stage the looting starts already over, because the child has developed enough for such a foundation muscles. Start-up gaming systems, each of which have their function within the court seeking the participation in competitions. Training sessions in this phase are larger, more specific and tactics.

Phase III. Expertise already at this stage the positions are emphasized separately, as each has its role and responsibility in the team. Blocking, attacking, defending, reception systems are key to the team, these systems are that the teacher had managed to organize his team to any competition. Exercises for strength and explosiveness in the lower limbs are quite worked and intensified training sessions to allow time for tactical and physical exercises.

Final Thoughts

What we saw with this study is that the methodologies for teaching volleyball in PE lessons per hour if you have all have their advantages and disadvantages, whereas the teacher know which way is most appropriate for their students. This should consider that the methodology to be employed must take into account, first, the conditions for student learning volleyball and, subsequently, awakening taste for sport making learning the game and be a pleasurable thing, with this we can say that there is not a more appropriate methodology, but what would approach the ideal would be joining several ways to work toward a goal, student learning.

We also found that motor development is of great importance for learning volleyball so much that, in large part, the authors as: Müller (2009), Borsari (1989), Rocheforf (1998), Suvorov & Grishin (1990) Saad (2002), Throat (1998) and Durrwachter (1984), argue that the coordination of the student must be developed in the first few series, with it stating that the student will have greater ease when starting work with any sport.

The physical education teacher who will work on their volleyball classes should be aware that the student needs a stimulus to the sport, where the path is often not only the repetition of movements, but with the pleasure of activities where the student will have the pleasure of sports practice.

Thus, the importance of physical education classes for students is very important, because in addition to promoting health, other factors will be emphasized in the teaching learning process of it.

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VOLLEYBALL: METHODOLOGICAL POSSIBILITIES FOR LABOUR ORGANIZATION OF PROFESSIONAL PHYSICAL EDUCATION IN THE SCHOOL ENVIRONMENT

ABSTRACT

This paper seeks to explore the methodological possibilities volleyball at school. Once the mode has been growing increasingly, in view of the volleyball in Brazil has a level of excellence. So the school environment is also preferred for the development of the sport due to the strong influence of sport in the school curriculum of Physical Education locus. But how is the work being developed with the sport at school? What teaching methodologies Volleyball per hour if they have? What would be the most appropriate methodology to work in a school setting? Thus this work aims to seek answers regarding what methodologies outlined for teaching volleyball at school, while pointing out, in our view, what are the, best for a better utilization of the modality in school. To do so we performed a literature search of character / exploration based on the characteristics of the job and it was realized in the clash of the methodologies presented that there is not a more appropriate methodology and what they would approach the ideal would be a combination of various forms of work to achieve a goal of student learning.

KEYWORDS: volleyball, school, methodology.

VOLLEY-BALL: POSSIBILITÉS MÉTHODOLOGIQUES POUR L'ORGANISATION DU TRAVAIL DES PROFESSIONNELS DE L'ÉDUCATION PHYSIQUE EN MILIEU SCOLAIRE

RÉSUMÉ

Cet article cherche à explorer les possibilités méthodologiques de volley-ball à l'école. Une fois le mode a connu une croissance de plus en plus, en vue de volley-ball au Brésil a un niveau d'excellence. Ainsi, le milieu scolaire est également préférable pour le développement du sport en raison de la forte influence du sport dans le programme scolaire de qualité pour l'éducation physique. Mais comment est le travail en cours d'élaboration avec le sport à l'école? Quelles sont les méthodes d'enseignement de volley-ball à l'heure si elles ont? Quelle serait la méthode la plus appropriée pour travailler dans un cadre scolaire? Ainsi, ce travail vise à chercher des réponses concernant ce méthodes décrites pour l'enseignement de volley-ball à l'école, tout en soulignant, à notre avis, ce sont les, meilleures pour une meilleure utilisation de la modalité à l'école. Pour ce faire nous avons effectué une recherche documentaire de caractère / exploration basé sur les caractéristiques de l'emploi et il a été réalisé dans le choc des méthodologies présentées qu'il n'y a pas une méthode plus appropriée et ce qu'ils approcher de l'idéal serait une combinaison de diverses formes de travail pour parvenir à une but de l'apprentissage des élèves.

MOTS-CLÉS: volley-ball, à l'école, de la méthodologie.

VOLEIBOL: LAS POSIBILIDADES METODOLÓGICAS PARA LA ORGANIZACIÓN DEL TRABAJO DEL PROFESIONAL DE EDUCACIÓN FÍSICA EN EL ÁMBITO ESCOLAR

RESUMEN

Este artículo trata de explorar las posibilidades metodológicas de voleibol en la escuela. Una vez que el modo ha ido creciendo cada vez más, a la vista del voleibol en Brasil tiene un nivel de excelencia. Así también se prefiere el ambiente de la escuela para el desarrollo del deporte, debido a la fuerte influencia del deporte en el currículo escolar de Educación Física locus. Pero, ¿cómo es el trabajo que se desarrolla con el deporte en la escuela? ¿Qué metodologías de enseñanza del voleibol por hora si tienen? ¿Cuál sería la metodología más adecuada para trabajar en un entorno escolar? Así, este trabajo tiene como objetivo buscar respuestas con respecto a lo que describió las metodologías para la enseñanza del voleibol en la escuela, al tiempo que señala, en nuestra opinión, ¿cuáles son los, los mejores para una mejor utilización de la modalidad en la escuela. Para ello hemos realizado una búsqueda en la literatura de carácter / exploración basado en las características del puesto de

trabajo y que se realizó en el choque de las metodologías presentadas que no hay una metodología más adecuada y lo que iban a acercarse a lo ideal sería una combinación de las diversas formas de trabajo para lograr un objetivo de aprendizaje de los estudiantes.

PALABRAS CLAVE: voleibol, escuela, metodología.

VOLEIBOL: POSSIBILIDADES METODOLÓGICAS PARA A ORGANIZAÇÃO DO TRABALHO DO PROFISSIONAL DE EDUCAÇÃO FÍSICA NO AMBIENTE ESCOLAR

RESUMO

Este trabalho procura explorar as possibilidades metodológicas do voleibol no ambiente escolar. Uma vez que a modalidade vem crescendo cada vez mais, tendo em vista que o voleibol no Brasil apresenta um patamar de excelência. Assim o ambiente escolar é, também, lócus privilegiado para o desenvolvimento da modalidade devido à forte influência do esporte nos currículos escolares de Educação Física. Mas como vem sendo desenvolvido o trabalho com a modalidade na escola? Quais as metodologias de ensino do voleibol que por hora se apresentam? Qual seria a metodologia mais indicada para o trabalho no ambiente escolar? Assim este trabalho tem por objetivo buscar respostas em relação à quais as metodologias apontadas para o ensino do voleibol no ambiente escolar, além de apontar, a nosso ver, a ou as, mais indicadas para um melhor aproveitamento da modalidade na escola. Para tanto realizamos uma pesquisa de caráter bibliográfica/exploratória em função das características do trabalho e percebeu-se no confronto das metodologias apresentadas que não há uma metodologia mais indicada e o que se aproximaria do ideal seria a junção de várias formas de trabalho para atingir um objetivo, o aprendizado do aluno.

PALAVRAS-CHAVE: Voleibol, escolar, metodologia.