68 - REFLECTIVE TEACHING AND ITS EFFECTS ON THE SELF CONTROL OF BEGINNERS PLAYERS AT FLAG FOOTBALL

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INTRODUCTION

Sport is a means of social settings that conventional practices and innovations that seek to address the health needs and public recognition, which represent the complexity of a community struggling to maintain order through a civilizing process permanently woven negotiation of cultural values and assets you own a community (Bourdieu, 2007). According to Elias (2000) this civilizing process allows the progress of the new features and behavior patterns in the process of humanization of different groups. Society is constantly moving in the direction of what the habitus and collective imagination validated as legitimate.

American football is a sport of moderate dynamic but with a high risk of physical injury, the various injuries that occur on every play, therefore it is exclusively for men. However, the flag football flag is also called football flag football a referral that came with the purpose of allowing the emotion of playing football without facing aggression and the high risk of injury. The flag football, "arises from the football played was played but informal manner similar to American football, as it is practiced among colleagues and friends at no extra ball team without the presence of referees".

In 1953, Porter Wilson, a physical education teacher, realized the intensity with which students played "touch football"; was concerned with the fact that there was still a contact type very rude, most of the time when the defense played the player with the ball in hand. In this situation, Porter sought to eliminate the roughness of the game without losing the emotion and essence. He managed to remove much of the contact in the game by imposing a defensive device that could reach and take, without actually touch the player carrying the football. Initially, Porter used handkerchiefs to defensive wanna take the waist of the opponent, after he developed a system of a belt with flags hanging from it, the which came off when pulled with some pressure (GARCIA, n.d., p. 4).

However, other authors argue that the first record we have of "touch football" was in America in the 1930´s The "touch football" was developed on military bases in the 1940´s as a recreational sport for military personnel (LANGDON, 2013).

In Mexico, the flag touch football emerged from the seventies, as a result of linking Mexican universities and the Universidad Autónoma de México (UNAM) and the Instituto Politécnico Nacional (IPN) with American institutions and sports programs football. But it was not until the year 1996, which was held the first organized flag football flag at the Universidad Autónoma de Nuevo León meeting. Until the late nineties, the flag football in Mexico was considered primarily a female sport.

The flag football flag, like any other sport is not just a physical activity that takes a group of people to have fun and hang out on weekends, beyond this, there is a setting that is constituted from the interplay of two teams in turn made up of interdependent human beings, both between teammates and between opponents (GARCIA, n. d.).

Currently the flag football flag is encouraged for you to play both men and women, there is even the mixed mode. In the women's there are several categories that encourage this practice, which include players from the age of eight. The flag football differs from the type by not allowing the opponent, so there should be no physical contact that increases the risk of injury. This sport is played with flags or scarves tied at the waist of the players. To stop the progress of hauling the ball, you must remove a flag bearing, and that simulates a tackle. There are several rules that seek to care for the integrity of the players, for example, if they push or touch the opponent carrying the ball above the waist, taken as ball and is penalized. Physical contact above the waist is not allowed, and neither is allowed to block or hit other players, although there are variations of the flag touch football in which players are allowed to have that block the opponents.

It is possible to find evidence of a flag football flag civilizing process manifested mainly by a downward trend in violence-oriented game respectful of human integrity, being a game that comes in an effort to avoid physical contact and subsequent injury, at the same time and with equal importance, "is a mimetic space that allows us humans, balance emotions repressed in our non-recreational activities, as in sport can experiment with social approval, in the company of others, no regrets and so pleasurable emotions we hold in other circumstances where it is reprehensible that express" (GARCIA, n. d.).

Each year several national and international championships in the women's and men's category, like the World Cup Billet Flag, organized by the IFAF (International Federation of American Football), or international tournament organized by Youth World Championship NFL Youth are performed between 12 and 14 years (YARD 35, 2013).

In the state of Sonora, Mexico, more and more women who play flag football flag. The popularity of this sport in girls and adolescents has increased as a fashion that provides an important affiliation in this age to develop physical skills, sense of belonging and teamwork. The flag football flag quickly became popular because it is an easy sport to play and you do not need to practice sophisticated props.

The Municipal Football League Hermosillo has membership of 14 teams, including seven foreign teams in different cities in the state of Sonora, Hermsoillo teams are: Yaks, Knights, Owls, Devils, Dobermans, and Celtic Warriors while outsiders are ITSON Ponies, Puerto Peñasco, Yaqui Pueblo Sharks, Eagles Nogales, General and Comanches of Guaymas. The categories conglomerates this sports league in the form of women's flag football flag, are Junior "A", "B" and "C" as well as the Middle and Arena categories.

In sports initiation required support optimal emotional state to cope with stressful actions. The coach must be able to control the playing environment through good performance of his players. To that end, coaches should regularly monitor the progress of the development of sports players. This study makes contributions in monitoring required of the coach to keep the competitive pressure especially the beginners players at sport face situations that cause anxiety and distress to face problems during a competitive match, because different circumstances can cause stress. Receive feedback during and after practice by the coach can be very helpful for the player to stay on the team. Florence (2007) confirms that the top players have in common certain characteristics that are regularly present in their successful performances: show higher self-esteem, greater self-control,

have confidence in themselves, they are able to commit, faced adequately errors competition, trust their teammates and coaches, are more concerned with how they feel than how they look, have few thoughts of worry about the competition, enjoy equal skills and training that are apt to recognize, accept and manage anxiety competition.

OBJECTIVE

The study aimed at promoting self-control through reflective teaching to beginners players at flag football.

To this end the following research questions were formulated: To what extent a reflective teaching flag football favors self control in competition?

RESEARCH HYPOTHESIS

It decreases anxiety and increases self control before a competition in beginners players at flag football, participating in reflective teaching-learning principles.

MATERIALS AND METHODS

The study design was pre-experimental to have one workgroup and not randomly selected players. One limitation that was presented for the study was not able to have control groups.

The sample was composed by 35 players between 15 and 20 years old, training for four months, five days a week for two hours.

Reflective teaching was to bring together the players in the final stage of training and after each game, for 15 minutes to discuss individual performance, providing an opportunity for each player to recognize their emotional states, and propose suggestions on team handling difficult situations during the game and controlling anxiety before starting a competition.

Emotional states before competing to identify the level of anxiety were evaluated; applied three times during the month (June, July and August 2014). Measurements were grouped into three blocks in three games, making a total of nine measurements. It was felt that after every three games could be changes in the emotional state of the players that could be related with the teaching-learning employee, emphasizing reflective practice of sport.

Test Competitive State Anxiety Inventory (CSAI-2) initially proposed by Martens, Burton, Vealey, Bump and Smith (1990) which was adapted by Gavotto and Gutierrez (2014, see Appendix 1) was used. The Test CSAI-2, consists of two dimensions, one corresponding to the emotional distress and often referred to as competitive anxiety, and other somatic dimensions of anxiety, not necessarily negative in a competitive match, correspond to activation as a Player natural mechanism to prepare for the challenging game actions.

Took into account the recommendations made by Lane, Sewell, Terry, Bartram, and Nesti (1998) with the use of Test CSAI-2, stating that an athlete to be about to participate in important game is likely to feel concerned about performance, and therefore produce high scores for cognitive anxiety, although you can continue to rely on its ability to meet the demands of the task. The player to be worried about an impending action does not necessarily mean that an athlete is experiencing negative thoughts, but the player is recognizing the importance and difficulty of the challenge and is trying to mobilize resources in order to cope.

15 items were measured to identify the level of anxiety (1, 2, 3, 4, 5, 7, 8, 10, 11, 13, 16, 18, 20, 21 and 23) and nine reagents were considered to identify the self control of the players (6, 9, 12, 14, 15, 17, 19, 22 and 24). Reagents both categories were compared to verify the reliability of the responses, which were due to record low values in the self control when a high level of anxiety was identified. A pilot test was applied to five softball players from a private school sports initiation to identify their understanding.

Exclusion criteria was used for the analysis of antagonism to the results of the application of the test based on the reagents in the two categories. The median was obtained as a measure of central tendency to identify a representative value, the emotional state of the players. Then the following formula is applied: Er = Ac - An

With the following meaning: Er is the real emotional state of the player, Ac is the overall level of self control and An, is the overall level of anxiety shown in the test. A negative result would represent a level of stress, for example: -1, -2 or -3, the higher the negative number is a higher level of stress is estimated. A positive result is having self control of himself before the game. At a high level with four points in the two categories: anxiety and self control, zero would result. Which was considered a state prone to anxiety. By identifying the anxiety level of the median individual was obtained with the results of all the players to get the level of group anxiety.

RESULTS AND DISCUSSION

In filings in the first three competitive games, a level of real emotional state of -1 was identified in 12 players and a zero was recorded in six players gradually in the second block of three games was changed to 1 in all cases. The level of global real emotional state of the team started with 1 (+) and after finishing the last measurement finished third block of games 3 points (+) were achieved, improving self control of the players with a gradual increase.

Whereas reflective practice helps to reduce anxiety levels in players between 15 and 20 years of age, who participated in a program of sports training, training for four months, five days a week for two hours.

Transfer to skills training using the Test Competitive State Anxiety Inventory (CSAI-2) adapted by the authors identified, players became more familiar with the test, as they were making applications before each competitive match.

However, from the interdisciplinary field of psychology, it is recognized that the metacognitive work promotes independence and self control of the players to improve self regulation of performance.

CONCLUSIONS

The hypothesis with increasing self control before a competition in which beginners players at the flag football, to participate in a thoughtful process of teaching and learning the basic principles are accepted. Although it is not possible to attribute exclusively to the variable "reflective teaching" the decreased level of anxiety and increased self control before a game, because there are other intervening variables such as adaptation, internal or external attributions achieving goals (locus control) and the motivation of the players, among others. It is recommended that the same variables controlling research using experimental and quasi-experimental designs.

It is recommended that coaches know the physical state of his players and not incite aggressive practices; it is required to prioritize the level of emotional and physical health. The flag football was created to live and enjoy the excitement of team sports.

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REFLECTIVE TEACHING AND ITS EFFECTS ON THE SELF CONTROL OF BEGINNERS PLAYERS AT FLAG FOOTBALL

ABSTRACT

The popularity of flag football in young players has increased as a fashion that provides a significant membership in this age to develop physical skills, sense of belonging and teamwork. The study aimed at promoting self control through reflective teaching to beginners players at flag football. To this end the following research questions were formulated: To what extent a reflective teaching flag football flag favors self control in competition? The sample was composed by 35 players between 15 and 20 years old, which trained for four months, five days a week for two hours. Reflective teaching was to bring together the players in the final stage of training and after each game, for 15 minutes to discuss individual performance, providing an opportunity for each player to recognize their emotional states, and propose suggestions on team handling difficult situations during the game and controlling anxiety before starting a competition. Emotional states before competing to identify the level of anxiety were evaluated; applied three times during the month (June, July and August 2014). Measurements were grouped into three blocks in three games, making a total of nine measurements. It was felt that after every three games could be changes in the emotional state of the players that could be related with the teaching-learning employee, emphasizing reflective practice of sport. Test Competitive State Anxiety Inventory (CSAI-2) was used. The hypothesis with increasing self control before a competition in which beginners players at the flag football, to participate in a thoughtful process of teaching and learning the basic principles are accepted.

KEYWORDS: education, sport, self control.

ENSEIGNEMENT RÉFLEXIF ET SES EFFETS SUR L'AUTO DE JOUEURS POUR COMMENCER DANS LE DRAPEAU TOCHITO

RÉSUMÉ

La popularité de flag-football drapeau chez les adolescents a augmenté d'une manière qui offre beaucoup de membres dans cette ère développer leurs aptitudes physiques, le sentiment d'appartenance et l'esprit d'équipe. L'étude vise à promouvoir l'auto-compétence par les joueurs d'enseignement réfléchissantes qui sont nouveaux dans le drapeau de flag-football. À cette fin, les questions de recherche suivantes ont été formulées: Dans quelle mesure un enseignement flag-football drapeau de réflexion qui privilégie l'en compétition? L'échantillon était composé de 35 joueurs âgés entre 15 et 20 ans, qui ont formé pendant quatre mois, cinq jours par semaine pendant deux heures. Enseignement réflexif était de réunir les joueurs dans la phase finale de la formation et après chaque match, pendant 15 minutes pour discuter de leur rendement, fournissant une occasion pour chaque joueur de reconnaître leurs états émotionnels, et de proposer des suggestions sur l'équipe gérer des situations difficiles pendant le jeu et contrôler l'anxiété avant de commencer une compétition. Les états émotionnels avant la compétition afin d'identifier le niveau d'anxiété ont été évalués; appliqué à trois reprises au cours du mois (Juin, Juillet et Août 2014). Les mesures ont été regroupés en trois blocs en trois matchs, soit un total de neuf mesures. Il a été estimé que, après tous les trois jeux pourraient avoir des changements dans l'état émotionnel des joueurs qui pourraient être liés avec l'employé d'enseignement-apprentissage, en mettant l'accent pratique réflexive du sport. Test de l'anxiété état de la concurrence Inventaire (CSAI-2) a été utilisé. L'hypothèse de plus en plus auto avant une compétition dans laquelle les joueurs commencent au flag-football, de participer à un processus réfléchi de l'enseignement et l'apprentissage des principes de base sont acceptées.

MOTS-CLÉS: l'éducation, le sport, la maîtrise de soi.

LA ENSEÑANZA REFLEXIVA Y SUS EFECTOS EN EL AUTOCONTROL DE JUGADORAS QUE SE INICIAN EN EL TOCHITO BANDERA

RESUMEN

La popularidad del tochito bandera en las adolescentes se ha incrementado como una moda que ofrece una afiliación importante en esta edad para desarrollar habilidades físicas, espíritu de pertenencia y trabajo en equipo. El objetivo del estudio fue fomentar el autocontrol en competencia a través de una enseñanza reflexiva a jugadoras que se inician en el tochito bandera. Para tal efecto se formularon las siguientes preguntas de investigación: ¿En qué medida una enseñanza reflexiva del tochito bandera favorece el autocontrol en competencia? La muestra se conformó por 35 jugadoras entre 15 y 20 años de edad, las cuales entrenaron durante cuatro meses, cinco días a la semana durante dos horas y media. La enseñanza reflexiva consistió en reunir a las jugadoras en la etapa final de los entrenamientos y al terminar cada juego, durante 15 minutos, para analizar el desempeño individual, dando oportunidad a cada jugadora para reconocer sus estados emocionales, y proponer en equipo sugerencias en el manejo de situaciones difíciles durante el juego y el control de la ansiedad antes de iniciar una competencia. Se evaluaron los estados emocionales antes de competir para identificar el nivel de ansiedad; aplicándose en tres momentos durante cada mes (junio, julio y agosto del 2014). Las mediciones se agruparon en tres bloques durante tres partidos, haciendo un total de nueve mediciones. Se consideró que después de cada tres partidos se podrían tener modificaciones en el estado emocional de las jugadoras que se podrían relacionar con el proceso de enseñanza-aprendizaje empleado, haciendo énfasis en

la práctica reflexiva del deporte. Se utilizó el Test Competitive State Anxiety Inventory (CSAI-2). Se acepta la hipótesis planteada al incrementarse el autocontrol antes de una competencia en las jugadoras que se inician en el tochito bandera, al participar en un proceso reflexivo de enseñanza-aprendizaje de los principios básicos.

PALABRAS CLAVE: enseñanza, deporte, autocontrol.

ENSINO PENSATIVO E SEUS EFEITOS EM O AUTO-CONTROLE DE JOGADORES QUE SÃO NOVOS NA BANDEIRA FUTEBOL

RESUMO

A popularidade da bandeira futebol em adolescentes tem aumentado como uma moda que fornece uma adesão significativa nesta época para desenvolver habilidades físicas, o sentido de pertença e de trabalho em equipe. O estudo teve como objetivo promover a auto-controle através de leitores de ensino pensativo que são novos para a bandeira flag football. Para o efeito, as seguintes questões de pesquisa foram formuladas: Até que ponto um ensinamento flag football pensativo favorece a auto-controle em uma competição? A amostra foi composta por 35 jogadores entre 15 e 20 anos de idade, que treinaram durante quatro meses, cinco dias por semana durante duas horas. Ensino pensativo foi reunir os jogadores na fase final de treinamento e depois de cada jogo, por 15 minutos para discutir o desempenho individual, proporcionando uma oportunidade para cada jogador a reconhecer os seus estados emocionais, e propor sugestões sobre time lidar com situações difíceis durante o jogo e controlar a ansiedade até de iniciar a competição. Os estados emocionais até de competir para identificar o nível de ansiedade foram avaliados; aplicado três vezes durante o mês (junho, julho e agosto de 2014). As medidas foram agrupadas em três blocos em três jogos, perfazendo um total de nove medidas. Considerou-se que a cada três jogos podem ser mudanças no estado emocional dos jogadores que poderiam estar relacionados com o empregado de ensino-aprendizagem, enfatizando a prática reflexiva do desporto. Teste de Estado Competitivo Anxiety Inventory (CSAI-2) foi utilizado. A hipótese com o aumento da auto-controle até de uma competição em que os jogadores começam a bandeira de futebol bandeira, para participar de um processo pensativo de ensinar e aprender os princípios básicos são aceitos.

PALAVRAS-CHAVE: educação, esporte, auto-controle.