73 - INITIATION OF BASKETBALL BY CATEGORY SUB IN PERSPECTIVE PLAYFUL-10 FOR STUDENTS OF PUBLIC SCHOOLS DISTRICT OF THE CITY OF JARAGUÁ MACEIÓ

JOSÉ ROBERTO ALVES ARAÚJO;
ELTON BARROS DO NASCIMENTO;
CASSIO HARTMANN
DOCENTE DO INSTITUTO FEDERAL DE ALAGOAS (IFAL) CAMPUS MACEIÓ/AL/BRASIL E
GRUPO DE ERGONOMIA E GINÁSTICA LABORAL/GERGILA
joserobertoaa@globo.com

doi: 10.16887/85.a1.73

INTRODUCTION

This paper aims to present the basketball through a playful perspective to students in the public schools of the Jaragua neighborhood where a questionnaire was carried out as a form of data collection seeking solutions for potential problems that were to be found in these schools.

In 1891, Massachusetts became impossible to practice outdoor sports. Options for physical activities were restricted indoors gym class that encouraged some students. It was then that Luther Halsey Gullick, director of Springfield College, International College of the YMCA (ACM), called the Canadian teacher James Naismith and entrusted him with a mission: to think of some kind of non-violent game that encouraged their students during the winter but could also be practiced in the summer. (CBB, 2012).

In Brazil, Augusto Chaw, an American born in the city of Clayville, New York region came into contact for the first time with basketball. (CBB, 2012). Two years later, he received an invitation to teach at traditional Mackenzie College in St. Paul. In the bag, there was also a basketball ball, but it took a while to realize that the teacher would like to see the sport created by James Naismith adopted in Brazil. The new method was presented by women. This hindered the diffusion of Basketball among boys, driven by strong machismo of the season.

HISTORY OF BASKETBALL IN ALAGOAS

The Basketball Federation of Alagoas (FBA) was founded on November 25, 1983 by a group of sportsmen unselfish basketball lovers led by Mrs. Yvonne Araujo Santos, an ex athlete Rio. (FBA 2012).

At first the new Federation had a hard time to work on his first headquarters at Av. Tomaz Espindola. But the difficulties were overcome and the FBA began to occupy its space in the history of the sport Alagoas. Today the FBA has continuity with President Professor of Physical Education Carlos Alberto de Lima Barros, who took over Federation in November 1989, giving sequence to date and always looking for a new structuring of Basketball. (FBA 2012).

The FBA has a registered office within the stadium Pele and the Basketball Pavilion at the Jaragua neighborhood in the city of Maceió, where are the blocks for training teams, events and community projects of the federation as the Basketball citizen. It also has a library for reading practice and an auditorium for lectures. The Basketball Hall of Commander Tertius Wanderley came from an old sugar warehouse belonging to Coruripe Plant, which was reformed by Basketball Federation of Alagoas. Having an area of 2,200 m², located at Av. Comendador Lion, 150 in the shaft neighborhood in Maceió/Al. Works with a network consisting of three (3) basketball courts, restrooms and male and female changing rooms, snack bar, room support, Secretariat, classroom and storeroom room structure, which also has an Auditorium, named Dr. Ruben Montenegro Wanderley, with TV, video and a library where professionals will have all the support to improve themselves in this sport. (FBA 2012).

In surveys conducted himself seeks to discover when and who brought basketball to Alagoas. Teachers and former players of the time who were missionaries speak Baptist Church, Americans during the 2nd world war or a teacher, but it is known that the sport was practiced at the airport and that the plant was the scene of Utinga Lion Basketball matches. (FBA 2012).

MINI BASKETBALL

The mini-basketball was created in 1950 by Jay Archer, son of Italian immigrants who early on embraced basketball as their sport. Professor of Physical Education at East Stroudsburg graduated Teacher's College, began his trade in primary school, where he realized that there were not many options for those under 12 years boys practicing the sport. From this deficiency found the need to create the Biddy BASKETBALL-emerged. As the results obtained through the Physical Education classes of children were extraordinary, the US government, through its Department of Physical Education, provided a means for wider dissemination.

US, Biddy Basketball, and went to Canada about the same time to Puerto Rico, where tables in parks and gardens were established, attracting a large number of children interested in learning basketball for minors. (daiuto 1983, p.75). Daiuto (1992, p.36) states that "cooperative games allow students to acquire skills slowly and naturally higher for basketball practice".

According to Stoker (1983, p.24), Physical Education can offer specifically targeted goals for each age group and helps to meet the vital needs of the stimulus and movement. In this sense, cooperative games provide, and the development of physical qualities, the ability to increase the capacity for social adaptation and also to develop the ability in basketball practice itself.

Physical Education, according to Stoker (1983, p.34) can collaborate mainly through cooperative game, with sharp desire to compete and relate demonstrated by young people. These team games provide an absorption of individual income by the collective income, develop correct attitudes towards rules and provide for the development of principles for reasoning and tactical knowledge.

The second cooperative games Stoker (. 1983, p 62) allow the instructor to reconcile the objectives of physical education with learning a sport, since it has certain characteristics such as:

- Simultaneous participation of large number of students;
- Low demand for materials;
- Possibility of participation of students regardless of their technical level;
- Intrinsic Motivation;
- Possibility of knowledge of the basic rules of the sport;
- Possibility of knowledge of the game mechanics.

To achieve their goals, cooperative games should be organized from simple rules. These will gradually become more complex for students to understand the difficulties of the sport in question.

Furthermore, they may be arranged in one or more grounds, after school or on a certain group of them, serving as a

motivator to put baseamentos in near real game situation and also as a strategy to make the school more attractive.

THE RESEARCH OBJECTIVES

Present the Basketball through a playful perspective to public school students in the Jaragua neighborhood, where we will discuss the issues surrounding the Physical Education and playfulness.

RATIONALE

This study was done on the basis of an existing concern in Basketball practice in the public schools of the Jaragua neighborhood, where students deal with the physical education classes and sports performance and has the play as the basis for his initiation. This concern with the playful must exist for that to start a child in a form we can work without burning the main stages of his childhood, and thus form good citizens and responsibilities, taking children's sedentary lifestyle and presenting a new perspective life inside and outside the space created by physical education teachers.

Therefore, it is believed that the child should have his liberty at this stage of initiation, learn and create movements, socialize and play with other children.

METHODOLOGY

The type of research used in this study was descriptive ("survey") and is intended to study determining "status" of a phenomenon (Thomas & Nelson, 2002). How to approach this is a qualitative field research through direct observation and survey information, opinions or projections in seeking answers to be obtained. This information will have value and are based on the premise that problems can be solved and practices can be improved through the description and analysis of observations proposals for applied research.

This study was sampling public school students in the district who do Jaragua activity and physical education with an emphasis on basketball. Were analyzed forty (40) students and twenty (20) males and 20 (twenty) were female. Was used as assessment tool a questionnaire composed of five (5) questions designed according to the need of study for an improvement in performance of the classes in category Basketball under-10, since it was not found another validated assessment tool. This questionnaire is attached along their respective answers, which will be presented in graph form in article development.

Data collection was through visits of researchers to the pavilion Basketball Maceió. A group for data analysis, respectively three (3) Public Schools Jaragua neighborhood were considered.

However, regarding how the programs implemented in practice (through a questionnaire) were assessed using a questionnaire as a research instrument features a small limitation as to the veracity of the information collected, which may not guarantee one hundred percent that evaluated the responses of match what is done (THOMAS & NELSON, 2002).

Early childhood education is divided into several stages according to age of the child. The playful when explicit for these children, serves as a daily source of knowledge and learning in order to have a better view of what is acquired in day-to-day in a healthy way and without limits knowing better.

The activities are provided through play: games, plays, body expression, which promote motor development and socio-affective children. It should be recalled that the playful nature in play, games and children's activities are essential for personality development of children.

Just like games, sports plays a fundamental role in the process of child sociability. According to the sport psychologist Cozac, 2001, p16:

> The sports activity, be it just an exercise or a sport where there is competition, should be made with love and dedication. This point is unanimity in most children. Unfortunately, visible only in the eyes of children. Few parents allow their children to a free choice of sport / exercise that will practice.

So what to do, effectively, not to pressure the child to choose the appropriate sports or games? Cozac alert to the fact that often children are forced to do this or that sport by desire of parents.

Parents should give maximum freedom to choose the sport that their children want to develop, but also highlights Cozac (2001, p.31).

Children experience many collections already in the routine of their lives, are charged in school by teachers; at home by his parents; the social expectation of generating a fairer society. The games end up being an important valve in the exercise of freedom and child self-discovery.

Thus, the game is a playful activity that has intrinsic educational value. Play educates, as well as the living do: always something left over. The use of educational games in the school environment brings many advantages to the process of teaching and learning, among which stands out the following:

- The game is a natural impulse of child functioning as well as a great motivator;
- The child, through play, gets pleasure and performs a spontaneous and voluntary effort to achieve the goal of the game;
- The game mobilizes mental schemes, stimulates thinking, the sort of time and space;
- The game includes several personality dimensions, such as emotional, social, cognitive and motor;
- The game favors the acquisition of cognitive behaviors and develop skills such as coordination, dexterity, quickness, strength, concentration, etc.
- Participation in games contributes to the formation of social attitudes, such as mutual respect, cooperation, obedience to rules, sense of responsibility, sense of justice, personal and group initiative.
- The game is the bond that unites the will and pleasure while performing an activity. Teaching using ludic media creates rewarding and attractive environments serving as a stimulus for the development of the child.

Thus, Hassenpflug (2004, p.95) states that "learning to live together is one of the greatest challenges when considering the increasing violence and the climate of exacerbation of competition, both on the personal level as in organizations and countries". In this climate of fierce competition and competition is the priority for individual success and not for cooperation among people and nations.

These issues show the scale of the challenges and barriers that must be overcome for humanity to learn to live according to human values guided by ethics.

According to Leontiev, 1991, p. 22 At that point of view under which we perceive socio-cognitive-affective relationships of these students, testing the capacity and the level thereof to acquire knowledge of basketball through recreational activities, initiating the technical fundamentals and own this tactical mode, awakening notions of behavior and discipline, respecting the

rules and curbing unsportsmanlike actions. Kishimoto, 1996: p.36, states that:

> "By allowing intentional action (affective), the construction of mental representations (cognition), the manipulation of objects and performance of sensory-motor actions (physical) and exchanges the (social) interactions, the game includes various forms of representation the child or his multiple intelligences, learning and contributing to child development";

The play is an act recognized as spontaneous and natural, which is basically a system that integrates the social lives of children and passing on from generation to generation, according to the interests and needs of each group and time.

According to Ariès, 1986, p.56-70, for example, have summarized in six points, some of the major trends of what leads children to play are:

1) "children play because they have excess energy" (Spencer).

2) "children play because it is an instinct which leads them to prepare for future life" (Gross).

3) "Children play because heredity and instinct lead them to recap the important activities for the individual ancestors" (Stanley Ha 11).

4) "the children play to vent their emotions cathartic way" (Aristotle, Claparede, Freud and Erikson).

5) "because the kids play and enjoyable. The game is important for its hedonic aspect "(Hurlock and SultonSmith).

6) "The play is an aspect of all behavior. It is implicit in the assimilation that the individual performs in relation to reality "(Piaget).

According Ronca (1989, p.27), the physical action is the first form of the child's learning, the motor being connected to mental activities. The child moves the pleasure of exercise to gain greater mobility and explore the environment.

All human action involves bodily activity. The child moves in everyday actions. Playing, running, jumping and dancing are some of the activities that are related to their need to experience the body not only for your domain, but in the construction of their autonomy, noting that the game, the game and the fun part of this wonderful world movement and will be present in various activities proposed here, which will be permeated by the playfulness and the constant pursuit of the involvement of all children. It is emphasized that working with games and activities is undoubtedly a breakthrough for overcoming a static and unexciting practice. The teacher who sees in recreational activities a valuable resource for learning of their students will certainly have achieved their goals more successfully.

Live is relationship. Social competence is one that enables people to develop the innate potential of human relationships at the interpersonal level, and to society in a broader level of coexistence.

The interpersonal relationship concerns the interaction between two or more people, and is linked to how each person perceives the other. For this it is necessary to develop some learning, some of which are cited by Hassenpflug (2004). They are:

Recognition of the other: to know and recognize each other begins with identifying it equal. You must see it as a standalone and free person, carrying the same right to life and development as us. Being able to put yourself in someone else's shoes to understand it and accept it.

Socializing with a difference: we need to develop the ability to respect and live with differences of others, whether ideas, values or customs. To grow from these differences, realizing that living with the different result in greater personal and social growth for both.

Interaction: Interact is to be attentive to each other. You see it and be open to his universe. It is to be a facilitator of his intentions for they become action and be able to make this action a sum of own intentions with the intentions of others in favor of growing together.

Communication: communicate is to speak and to listen, is to maintain a relationship with their family, friends, teachers, etc.de order to be able to understand and be understood. For this it is necessary to express yourself with clarity and correctness, do understand and also understand the other. You talk, it's not overlook is having the courage to expose and defend their ideas, is to have the courage to give in without feeling loser. Communicate is to teach speaking and listening to learn.

Affection and sexuality: the sexual-affective dimension is a vital issue of juvenile universe target individual desires and concerns and, therefore, requires that they be treated with honesty, clarity and liability. It must relate affectivity and sexuality to the interests and feelings of young people and help them to develop their own values, respect and solidarity towards others.

Socializing with the group: learning to use socially accepted rules of conduct is a basic for a supported living in respect and mutual understanding step. Belonging to a group is to build and share lifestyles, dreams, projects. For this, one must know how to negotiate differences, the views and interests, and the common objective expectation. The convivial group implies agree to disagree without breaking the relationship with others and be able to compete fairly.

The relationship at the social level includes community relations, the environment, the culture, with the country at last, with all instances of public life. At this level, the development of skills to enable participation in decisions that affect the entire human community and acting in favor of a more complete human development. For this, we must develop some relationship skills, such as:

Commitment to the collective: understanding how society is organized, how it works, what the role of their institutions, how they relate, and thus be able to overcome the personal and family level, if corresponsabilizando with a common destiny the collective level.

Commitment to the environment is becoming aware of the interdependent relationship with the physical world and with other living inside the networks that sustain life beings. You assume social responsibility for the common good and to analyze our attitudes and change them if they do not meet the loving and care that we have with the planet Earth.

Commitment to cultural diversity: valuing cultural and social knowledge is to realize the importance they have on people's lives, a difference that make the benefits they bring to each individual and to society. You appreciate and recreate the culture of which it is a part from the new learning of his time and of other cultures.

Procedure activities

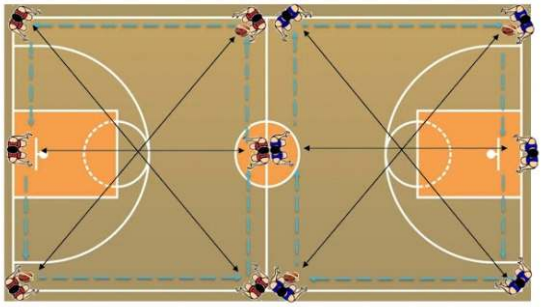
In a playful perspective, we intend to bring children into contact with the activities of basketball recreationally, so using this technique plays himself, but also learn a pedagogical way. Secondly, these activities are modified by the children so that they participate in the construction of a joke, with modifications and adaptations made under the guidance of the teacher, so that they are developed within other forms of execution. Listed below are some of these forms of applied activity.

Basketball: pass

Description: Groups of students arranged as shown below. The ball is initially passed clockwise Clock.

Is used initially chest pass with 2 balls and students on opposite sides, after logging the pass, moving towards the opposite position.

Figure 1

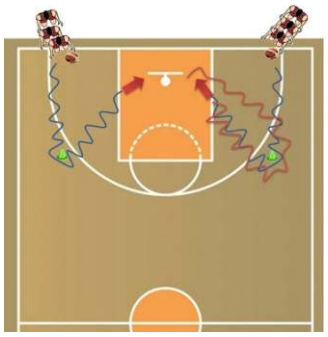


Basketball Thread (adaptation):

description:

1. At the teacher's signal reverses the direction of the ball;
2. At the sign of the teacher changes from chest pass to chopped;
3. Place another student in the Sideline, keeping the two squares;
4. Do the exercise in the entire field, putting in alternate positions of the players;
5. Do the exercise in the entire field, exchanging the group every three.

Figure: 2



Description: Two groups of students in midfield.

Flying start dribbling, skirts up the cone out and throws the basket (launching the teacher determined).

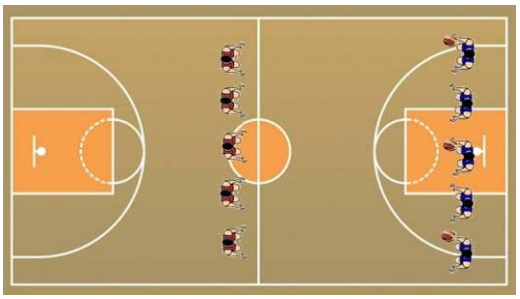
1. Who can not finish the back dribble around the cone (red path) and try again allowed to score. Is repeated until bouncing. Win a team that finished in 1st place

2. The same type of relay, but only count the points. Who is first to 10 wins (this value depends on the number of students and achievability). No red route.

3. The same type of relay, but won the team scoring the most points at the end of a round (for students with technical difficulties the aim is "technically correct" and not speed). No red route.

Basketball - Playful Games 4 - 1x1 + 1

Figure: 3



Explanation:

Two groups of five students in opposite positions, a group with three balls (attackers) and another without the ball (defenders).

Objective: To bring the ball to the opposite end line.

The defenders put up the midfield and decide "who defends those who" know no attackers. At the signal, play 1v1 until they reach the goal (the finish line).

Players without the ball looking to offer lines with colleagues to pass the ball. If you come into possession play 1x1 trying to take the ball to the end line. If the defender can get in the ball takes it to the opposite end line.

Ends when all balls are in the final line.

Win a team that can take more balls.

The game restarts with the ball from the other team. New pairings defined by the defending team. The ball goes over the side line belongs to the player not responsible for his departure. The ball is then reset as follows: the defender puts the ball in

play by passing the attacker and quickly assumes the position of defense, continuing to exercise. We present this questionnaire as a basis for evaluation and analysis of the proposed charts below:

Final Thoughts

With the evaluation of this methodology, as implemented in the teaching of technical fundamentals classes Basketball playful strategy perspective we conclude that the proposed games and games coupled with the playfulness may have a symbolic representation of life, and through them, we can create the habit of practice both healthy thing to do physical activity, respect for the rules, to the next, improving living and people's interest, but also a generation guided by principles of fraternity, solidarity, cooperation, and coeducation, and physical Education as axis of that process, creating a perspective of social and educational values in education.

Hopefully this is a contribution to help with the work of future students of public schools in the Jaragua neighborhood, and in particular contributing to physical education in the training of these students. In this study, students now have another vision in relation to School of Physical Education and hence the Basketball, as if there was some interest, this process only made the students more and go deeper to understand the game a pleasant way though being applied in a playful manner. This change in perception is reflected in the student's education, and although we can not say that the period of the intervention has been modified as to the identity of students, at least there is a contribution in the way of seeing and thinking of these children wake up a new look yourself and others.

We also believe that further studies on the topic, in playful perspectives as practice for teaching basic fundamentals modalities in various sports, arise and bring a great contribution to their development, both in the aspect of the game itself, as in social aspect.

REFERENCES

ARIÉS, P. História Social da Criança e da Família. 2º ed. Rio de Janeiro : Guanabara, 1986.

CONFEDERAÇÃO BRASILEIRA DE BASQUETEBOL. Histórico do Basquetebol. http://www.cbb.com.br, Maio de 2012.

COZAC, José Ricardo, Sociointeracionismo. Revista do Professor. Teorias que embasam o comportamento lúdico da criança, v. 17, n. 66, abr./jun. 2001.

DAIUTO, M. Basquete metodologia de ensino, SP,Hermus, 1992.

DAIUTO, Moacyr - Basquetebol. Metodologia de ensino. São Paulo, Ed. Brasipal, 1983.

FEDERAÇÃO DE BASKETBALL DE ALAGOAS. Histórico do Basquetebol em Maceió. http://www.basket-al.com.br/, Maio de 2012.

HASSENPFLUG, W. N. Educação pelo Esporte: Educação para o Desenvolvimento Humano pelo Esporte. São Paulo: Saraiva: Instituto Ayrton Senna, 2004.

ARAÚJO, José Roberto Alves et. al. AS AULAS DE EDUCAÇÃO FÍSICA DO CURSO DE INFORMÁTICA DO INSTITUTO FEDERAL DE EDUCAÇÃO, CIÊNCIA E TECNOLOGIA DE ALAGOAS – CAMPUS MACEIÓ. "UMA ABORDAGEM LÚDICO-RECREATIVA". FIEP BULLETIN – Volume. 80 – Special Edition – ARTICLE I – 2010.

ARAÚJO, José Roberto Alves et. al. O ENSINO DOS FUNDAMENTOS DA MODALIDADE HANDEBOL ATRAVÉS DE JOGOS E BRINCADEIRAS POPULARES. FIEP BULLETIN – Volume. 81 – Special Edition – ARTICLE I – 2011.

ARAÚJO, José Roberto Alves et. al. A utilização de Jogos e Brincadeiras Populares modificados nas aulas de Educação Física do Instituto Federal de Alagoas - Campus Maceió. FIEP BULLETIN – Volume. 83 – Special Edition – ARTICLE I – 2013.

LEONTIEV A.N. – Psicologia e pedagogia: bases psicológicas da aprendizagem. São Paulo, Moraes, 1991.

RONCA, P.A.C. A aula operatória e a construção do conhecimento. São Paulo. Edisplan, 1989.

STOCKER, G. Basquetebol: sua prática na escola e no lazer. Rio de Janeiro: Ao livro técnico, 1983.

THOMAS, J R; NELSON, J R. Métodos de Pesquisa em Atividade Física. 3º ed. Artmed,2002.

KISHIMOTO, TizukoMorchida (Org.). Jogo, brinquedo, brincadeira e a educação. São Paulo: Cortez, 1996.

Rua: José Loureiro de Albuquerque nº 515 apto 905
Bairro: Jatiúca
Maceió/Alagoas/Brasil
CEP: 57035-630

INITIATION OF BASKETBALL BY CATEGORY SUB IN PERSPECTIVE PLAYFUL-10 FOR STUDENTS OF PUBLIC SCHOOLS DISTRICT OF THE CITY OF JARAGUÁ MACEIÓ

ABSTRACT

The main objective of this article is to present the Basketball through a playful approach to public school students in the neighborhood of Jaraguá. Therefore, a questionnaire was conducted with 5 (five) questions and it was applied to 20 (twenty) students between boys and girls from public schools in the district of Jaraguá to collect data. Through these experimental procedures, it is concluded that physical education classes taught in schools in the district of Jaraguá sometimes do not meet their real purposes like socializing and interdisciplinary, the effect being the need for inclusion of recreational activities. The fun, games and others activities including the effective participation of the students are of great importance in this process.

KEYWORDS: Physical Education. Basketball. Playful.

RÉSUMÉ

Cet article vise à présenter le basket-ball dans une perspective ludique aux élèves qui fréquentent les écoles publiques dans le quartier Jaragua. En conséquence, un questionnaire de cinq (5) questions a été appliquée à vingt (20) élèves entre garçons et filles dans les écoles publiques du quartier Jaragua des données d'enquête a été menée. Grâce à ces procédures expérimentales est conclu que les classes d'éducation physique enseignées dans les écoles de quartier Jaragua parfois ne respectent pas leurs objectifs réels comme la socialisation et l'interdisciplinarité, sans qu'il soit nécessaire pour l'insertion des activités ludiques. Le plaisir, la gouaille et la participation effective des étudiants sont d'une grande importance dans ce processus.

MOTS-CLÉS: fitness, basket-ball, les loisirs.

RESUMEN

Este trabajo tiene como objetivo presentar el baloncesto a través de una perspectiva lúdica a los estudiantes que asisten a escuelas públicas en el barrio Jaragua. De acuerdo con ello, un cuestionario con cinco (5) preguntas se aplicó a veinte (20) estudiantes entre niños y niñas en las escuelas públicas del barrio Jaragua datos de la encuesta se llevó a cabo. A través de estos procedimientos experimentales se llegó a la conclusión de que las clases de educación física se enseñan en las escuelas de barrio Jaragua a veces no cumplen con sus propósitos reales como la socialización y la interdisciplinariedad, ya que no hay necesidad de que la inserción de las actividades lúdicas. La diversión, las bromas y la participación efectiva de los estudiantes son de gran importancia en este proceso.

PALABRAS CLAVE: Gimnasio, Baloncesto, Recreación.

A INICIAÇÃO DO BASQUETEBOL ATRAVÉS DA PERSPECTIVA LÚDICA NA CATEGORIA SUB-10 PARA ALUNOS DE ESCOLAS PÚBLICAS DO BAIRRO DE JARAGUÁ NA CIDADE DE MACEIÓ

RESUMO

O presente artigo tem como objetivo apresentar o Basquetebol através de uma perspectiva lúdica para os alunos de escolas públicas do bairro de Jaraguá. Assim sendo, foi realizado um questionário com 5 (cinco) perguntas que foi aplicado para 20 (vinte) alunos entre meninos e meninas das escolas públicas do bairro de Jaraguá para levantamento de dados. Através desses procedimentos experimentais conclui-se que as aulas de Educação Física ministradas em escolas do bairro de Jaraguá por vezes não atendem as suas reais finalidades como a socialização e a interdisciplinaridade, havendo aí a necessidade de inserção da lúdico nas atividades. A diversão, as brincadeiras e a participação efetiva dos alunos são de grande relevância nesse processo.

PALAVRA- CHAVE: Educação Física, Basquetebol, Lúdico.