38 - METHODOLOGICAL FOUNDATIONS OF MOTOR BEHAVIOR PEDAGOGY AS A PEDAGOGICAL , PROJECT IN SCHOOL BASED PHYSICAL EDUCATION

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INTRODUCTION

Any person that takes part in a game or a sport performs motor actions. The motor action theory defines physical education as the pedagogy of motor behavior. (PARLEBAS, 2001 e LAGARDERA, LAVEGA 2003).

The motor behavior comprehends people both in an individual and global way, in their motor-physical, emotional-affective, cognitive, socio-relational and expressive aspects (PARLEBAS 2001, p. 85). Therefore, the efforts regarding physical education teaching should be focused on the improvement of the motor behaviors and make them efficient in a practical and contextualized way (LAGARDERA e LAVEGA, 2004).

Motricity is a regular phenomenon in our lives. Actually, motricity is a kind of support which human beings depend on. The study of motor action in several situations is Motor Praxeology's object of study. Developed by Pierre Parlebas, the man who created the motor behavior notion, it investigates the specific way each person expresses the different motor action (PARLEBAS, 2001; LAGARDERA e LAVEGA, 2004).

Through motor behavior people express, consciously or unconsciously, a great part of their personal histories. The motor behavior is not just a sequence of events, nor a conscience disconnected from reality. It is the opposite: the wholeness of the human being is favored, what turns the person's actions into something meaningful. The motor behavior concept plays a crucial role in physical education when the external observation point of view (observable behavior) and the internal meaning (personal experience) are combined. (LAGARDERA e LAVEGA, 2004).

People, and consequently, their motor behavior, are full of singularities. These behaviors express the physical or motor conditions, as well as the personal experience of each human being. According to Lavega (2004), the notion of motor behavior can be outlined as it follows:

a)Every motor practice carries an internal logic that express a singular set of motor actions;

b)While taking part in a motor activity, a person is able to get adapted to what the internal logic demands and to the processes that arise as a result of the motor behaviors;

c)The motor behavior does not reflect only the person's motricity, but also cognitive, affective, emotional and relational components, i.e., it comprehends the human being wholeness;

d)A motor practice which is part of the same motor action area activates the same structural tendencies, makes the protagonists face the same problems and/or make them go through adaptations which share a similar nature, resulting in similar consequences upon their personalities.

e)The motor action area can be applied in not very organized motor situations, through games and sports.

The Motor Action Science, developed by Pierre Parlebas, has, as a starting point, the rules and functioning of games and sports in order to elucidate the existing relations among the motor action, motor situation and motor behavior, the elements which constitute the internal logic. The development and the understanding of the games depend essentially on the praxic communication, an indispensable component in what refers to the decision-making issue and the improvement of the acting ways of the motor actions (PARLEBAS, 2001, p. 41).

Cooperative motor behavior

The motor communication field gets close to the praxic processes in which the cooperation behaviors happen in different levels and nuances: direct, intermediate by body contact, instruments and different materials; and induced or indirect, in which all the same motor objectives lead every participant to act in a similar way, as long as the direct interacting process is not necessary. (LAGARDERA e LAVEGA, 2004, p. 242).

In the logic of the cooperative situations, participants are always required to develop sympathy behavior, help, generosity and the awareness that is possible to have fun, get excited and play in a way that everybody can win in the end.

In spite of the fact that cooperation is a recommendation of the game, many participants need to go through a mid-term learning process, so that the cooperative behaviors become part of their personalities.

According to Lagardera e Lavega (2004, p. 242), the motor behaviors can be organized in four groups.

Adjusted cooperative motor behavior

This group is formed by the interventions that meet the cooperative demands of every motor situation collaboration. Some of the behaviors are:

a)Strengthen cooperation – the participant acts aiming to reinforce the cooperation demanded at the beginning of the game.

b)Collaborating with singularity and enthusiasm – the participant cooperates enthusiastically and willingly in the motor situation.

c)Socialization – the protagonist pursues a good result to the group eagerly and helps the other members of the team, even if there are no favorable responses to the situation.

d)Being a leader in the process of collaboration – here the protagonist leads the cooperative actions, taking the leadership over the other participants

e)Proposing efficient collaborations – the cooperation of more players is necessary, so that one them guides the group and proposes proper ways of cooperation in order to have adequate intervention of the whole group.

f)Cooperating efficiently – the protagonist cooperates efficiently when he responds properly to the proposed interaction.

Unadjusted motor behavior cooperatives

The interventions that are part of this group do not obey the processes that the internal logic of each cooperative situation demands. These behaviors are identified as:

a) Apathetic and unwillingness collaboration – the participant cooperates with no enthusiasm. The protagonists show lack of motivation in their attitudes, apathy, passivity, cooperating with little effort, but always obeying the rules of the game.

b) Inefficient collaboration – on this kind of behavior, the protagonist repeatedly performs incorrect reactions.

c) Collaboration performed with lack of confidence – the collaborator cooperates with a lack of confidence and indecisiveness, which, consequently, results in incorrect motor responses.

d) The pursuit of competition – the protagonist, in this case, perform his actions aiming to compare and challenge the other collaborators.

e) The proposition of excessively demanding collaborations – it regards the cooperative situations with more than one motor behavior, in which taking over this group of motor behaviors means guiding the cooperation of the other participants and proposing tasks that the other collaborators are not able to fulfill due to their great difficulty.

f) Damaging – it happens when one or more members of the group is not allowed to cooperate with what was planned.

Perverse motor behavior cooperations

The motor behaviors that belong to this group do not obey the conditions determined by the rules of the game. This way, the participant does not act according to the group pact, affecting the intervention negatively.

a) Not following the rules – the protagonist does not respect the criteria of the game, immediately harming the performance of the other participant's motor actions.

b) Disturbing – the protagonist disturbs and affects the other participants' interests by not performing the actions that are part of the game.

Cooperative motor behaviors associated to the pact

Many cooperation situations are planned in an opened way, and the players have to work in order to achieve the objective of the team. That's why pacts are a common practice in these situations. The proposal of a pact is not necessarily a motor behavior, but it is interesting for us to know the following options:

a) Proposing a pact – it is the planning of a new way of intervention, a change on the rhythm of the reactions or to present a determined distribution on the game

b) The acceptance of the pact – it refers to the acceptance of the new agreements. c) Rejection of the pact – when it is possible that there is no acceptance of the new agreement, the advent of a new negotiation or even when one leaves the game.

d) Showing apathy with regard to the pact – players that do not take part in the negotiation of the new pact at any moment.

METHODOLOGY

This study is characterized, according to Gil (2002), as a bibliographical research, which was developed based on materials published in books, articles, dissertations and thesis. This literary material was extracted from the Center of Motor Praxeology Investigation study, that has the support of the Motor Praxeology Laboratory, where the International Project of Sport Games and Emotions (PIJDE) is being developed, under the supervision of Professor Pere Lavega Burgués. The researchers net of the GEP connected to the International Project of Sport Games and Emotions includes labs and research centers in Argentina, Brazil, Chile, Spain, France, Sweden, United Kingdom and Portugal. The Motor Praxeology is a process of investigation of the motor practices (games, sports or any other motor situation) with scientific principles (well-defined analysis methodology, observation, experimentation and modelling).

DISCUSSIONS

The objective of a praxeologist, the scientist that tries to describe and explain a motor situation through Praxeology, is to describe one's motor competence. The praxeologist makes clear the capacity that one has to express the situations of a game. The performed motor actions are diverse, especially when related to those dynamic, opened situations in which there is an encouragement of creation and recreation of actions (PARLEBAS, 2001, LAGARDERA e LAVEGA 2004).

According to Lavega (2004), physical education needs to adopt a Motor Behavior Pedagogy in order to improve students' motor behaviors. The physical education professional, then, becomes an attentive observer of the students' motor behaviors and, after identifying and systematizing them, the teacher creates an environment in which the motor situations are able to improve the analyzed behaviors.

The person, one's singular process of evolution, that is, the motor biography of each individual, is the objective of physical education when it adopts a pedagogical project that is based on the motor behavior.

Levega (2004), proposes the following principles to a motor behavior pedagogy:

a)definition of the pedagogical objectives that should be achieved – it is necessary to elaborate a pedagogical project, making it clear which are the aims that contribute effectively to the teaching-learning process.

b)Localization and selection of the most appropriate situations, according to the motor action area – in this case Levega uses the classification elaborated by Perbelas (2004), the one that provides the presence or absence of partners/opponents' criteria and the uncertainty related to the physical environment as a parameter to the localization and selection of motor area situations and areas or types of motor practices. Depending on the kind of motor behavior that should be developed, it is important that the educator know how to select the practices properly. The family or area of these motor situations guides the participants while choosing internal logics with similar structural tendencies.

c)Cataloguing the motor behaviors that are correspondents to each area – it refers to the main principles that physical education professionals should follow: to system and make available a catalog of motor behavior to psychomotor and socio-motor situations. Through this process Lagardera e Lavega (2004), differentiate three motor behavior groups for each area: 1) adjusted motor behaviors – referring to an appropriate intervention according to the demands of the internal logic of the motor situations; 2) unadjusted motor behaviors – the participant does not act in accordance with the internal logic of the practice; 3) perverse motor behaviors – the protagonists that belong to this group act in a way that the rules of the game are not followed properly.

d)The assessment of the motor behavior that students experience – after identifying the different motor situations, it is possible to evaluate and determine the students' behavior and, therefore, intervene pedagogically aiming their improvement.

The physical education professional comes across a rich motor behavior catalog, that possesses a great diversity of emotions and feelings, not always favorable to an individual or global well-being and healthy life. Thus Motor Praxiology is able to reveal the internal logic of each motor situation. The educator's duty is, then, to choose the pedagogical resources that better fit each individual motor behavior.

CONCLUSION

The praxelogic theory can only be analyzed through an observation of the motor actions of those who are playing the game. However, the praxeologic paradigm does not relate only to the development of the motor skills on the game. Praxeology tries to find objective characteristics that constitute the functional structure of each motor situation. During entertaining activities and sports, players interact with each other in different ways, in a vast an unique field of motor actions. In accordance with Parlebas (2001); Lagardera e Lavega (2003), every physical education professor should know, in a scientific manner, by observing, researching, the knowledge that is within the motor behaviors and intervene in the analyzed context. That is the only way to become a kind of a "reader" of the motor behaviors, uniting the scientific and pedagogical knowledge, rather than being only a guide of the automatization of the identifiable skills of a game. The praxeologic perspective is, therefore, a pedagogical practice that observes, registers and intervenes in the motor situations of these students.

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METHODOLOGICAL FOUNDATIONS OF MOTOR BEHAVIOR PEDAGOGY AS A PEDAGOGICAL PROJECT IN SCHOOL BASED PHYSICAL EDUCATION

ABSTRACT

The motor praxeology is an epistemological, scientific, methodological and pedagogical body that tries to understand the world of games, sports and other motor practices from the study of the internal logic of these activities. The praxeologic knowledge makes use of instruments and methods to understand the internal logic (properties) of physical activities without, however, compromising the sense of the external logic. Through this process, the motor behavior pedagogy takes a relevant role in the curricular, didactic and methodologic design in the educational context. As a theoretic and scientific framework, it defines and puts in context themes like the game as a sociological praxeologic system. Parlebas, (2001), Lagardera e Lavega, (2003); Huizinga (2003). Epistemological, pedagogical, theoretical and methodological principles of motor praxeology, "the Science that studies motor action" Parlebas (2001), is a relevant knowledge area to human motricity. It allows us to understand the grammar of the motor practices from the motor actions. Therefore, the authors teach us to investigate the motor behavior by considering that each game or sport demands an internal logic, and that every motor practice constitutes a praxiologic system.

KEYWORDS: Motor behavior; Pedagogy; School-based Physical Education

FONDEMENTS MÉTHODOLOGIQUES DE LA PÉDAGOGIE DES CONDUITES MOTRICES COMME UN PROJET PÉDAGOGIQUE EN ÉDUCATION PHYSIQUE À L'ÉCOLE

RÉSUMÉ

La praxéologie motrice se présente comme un organisme épistémologique, scientifique, méthodologique et pédagogique qui vise à comprendre le monde des jeux, des sports et d'autres pratiques motrices à travers l'étude de la logique interne de ces activités. La connaissance praxéologique adopte des outils et des méthodes pour comprendre les logiques internes (propriétés) des activités physiques, sans toutefois compromettre le sens de la logique externe. Dans ce processus, la pédagogie des conduites motrices joue un rôle important dans la construction du curriculum, didactique et de méthodologique dans le contexte des écoles. Comme un cadre théorique et scientifique conceptualisé et contextualisée des thèmes: le jeu comme un système praxéologique socioculturel. Parlebas, (2001), et Lagardera Lavega, (2003), Huizinga (2003). Les principes épistémologiques, pédagogiques, théoriques et méthodologiques de la praxéologie motrice - "science de l'action motrice" - selon Parlebas (2001), s'est constituée comme un champ de connaissances pertinentes à la motricité humaine. Il permet donc interpréter la grammaire des pratiques des actions de conduite. En ce sens, les auteurs enseignent à étudier les conduites motrices, à considérer que chaque jeu ou un sport exigent une logique interne, et que toute pratiques motrice est un système praxéologique.

MOTS-CLÉS: Conduite Motrice; Pédagogie; Éducation physique à école.

FUNDAMENTOS METODOLÓGICOS DE LA PEDAGOGIA DE CONDUCTA MOTRIZ COMO PROYECTO EDUCATIVO EM LA EDUCACIÓN FÍSICA ESCOLAR

RESUMEN

La praxiología motriz se presenta como un cuerpo epistémico, científico, metodológico y pedagógico que busca entender el mundo de los juegos, deportes y otras prácticas motrices a partir del estudio de la lógica interna de estas actividades. El conocimiento praxeológico adopta herramientas y métodos para comprender la lógica interna (propiedades) de las actividades físicas, pero sin comprometer el sentido de la lógica externa. En este proceso la enseñanza de la conducta motriz desempeña un importante papel en el plan de estudios, la enseñanza y la construcción metodológica en las escuelas. Como un hito teórico y científico conceptualizado y contextualizada como temas: el juego como sistema praxiológico sociocultural. Parlebas, (2001), Lagardera y Lavega, (2003), Huizinga (2003). Los principios epistemológicos, pedagógicos, teóricos y metodológicos de la praxiología motor - "ciencia de la acción motriz" - según Parlebas (2001), constituye como un campo de conocimiento relevante para el movimiento humano. Así que vamos a interpretar la gramática de las prácticas motrices de las acciones de conducción. En este sentido, los autores enseñan investigar el comportamiento de conducir a considerar que cada juego o deporte exigen una lógica interna, y que toda tarea motriz constituye un sistema praxeológico.

PALABRAS CLAVE: Conducta Motor; Pedagogía; Educación Física.

FUNDAMENTOS METODOLOGICOS DA PEDAGOGIA DAS CONDUTAS MOTORAS COMO PROJETO PEDAGÓGICO NA EDUCAÇÃO FÍSICA ESCOLAR

RESUMO

A praxiologia motriz apresenta-se como um corpo epistemológico, científico, metodológico e pedagógico que busca compreender o mundo dos jogos, esportes e outras práticas motoras a partir do estudo da lógica interna dessas atividades. O conhecimento praxiológico adota instrumentos e métodos para entender a lógica interna (propriedades) das atividades físicas sem, no entanto, comprometer o sentido da lógica externa. Neste processo a pedagogia das condutas motoras assume um papel relevante na construção curricular, didática e metodológica em contexto escolar. Como marco teórico e científico conceitua e contextualiza como eixos temáticos: o jogo como sistema praxiológico sociocultural. Parlebas, (2001), Lagardera e Lavega, (2003), Huizinga (2003). Os princípios epistemológicos, pedagógicos, teóricos e metodológicos da praxiologia motriz - "ciência que estuda a ação motora" – de acordo com Parlebas (2001), constitui-se como área do conhecimento pertinente à motricidade humana. Assim, permite interpretar a gramática das práticas motoras a partir das ações motrizes. Neste sentido, os autores ensinam a investigar as condutas motrizes em considerar que cada jogo ou esporte demanda de uma lógica interna, e que toda prática motora constitui um sistema praxiológico.

PALAVRAS-CHAVE: Conduta Motora; Pedagogia; Educação Física Escolar.