

**77 - THE METHODOLOGY OF TEACHING THE KICK IN SCHOOL PHYSICAL EDUCATION CLASSES**

EMÍLIA APARECIDA COELHO DA SILVA  
 ANDREIA SOARES RIBEIRO  
 MS. CARLOS HENRIQUE SAMPAIO MOREIRA  
 UNIVERSIDADE DO ESTADO DE MINAS GERAIS IBIRITÉ - MG  
 coelho.emilia@yahoo.com.br

**1 INTRODUCTION**

The definition of different methods of teaching about the practice of the kick can provide greater knowledge and understanding of pedagogical and methodological alternatives given. In this sense, Saad (2002) shows that there are several proposals and the pedagogical processes that facilitate learning, enabling a less empirical and inductive.

Among the methods of teaching the theory of the global method is handled by Reis (1994), Greco (2001), Lopez (2004), Dietrich et al (2003). According to the authors of the movement is characterized by learning by playing, that is, from sports games preloaded with changes in the rules.

Go Tani (1988) brings the idea that children and movement are an inseparable duo, but remember that if the objective is to improve the quality of movements, namely the acquisition of motor skills, one must acquire competence to solve problems specific engines, which implies, invariably restrictions on the degree of freedom. In this view, Gallahue (2005) shows the study of human development. According to the author knowledge of development processes lies at the heart of education, whether in the classroom, gym or sports field. Involved, so the child motor skills provides aid to exploration and discovery solutions.

From this perspective, this article will discuss the technique of the kick in physical education classes at school. The development will involve the following problems: What teaching methods of the kick would be more effective to develop the motor skills during a football match? It is believed that the answer involves the practice of physical education teacher, as this represents a primary instrument capable of developing the methodology with greater clarity and efficiency throughout the teaching practice, as students experience and enjoy the football practice.

**1.1 Purpose**

Check the most appropriate methodology for teaching the kick in physical education classes at school.

**1.2 Rationale**

This work is justified by encouraging the study methodology, the kick in the practice of physical education classes at school. It is intended for that use a language more oriented to teaching and student learning at the same time encourage the teacher to an appropriate didactic, without going beyond the stage of fundamental motor skills to play activity, educational and social contributions, favoring thus the process of deepening expertise on the subject.

It is hoped that the discussions presented contribute to the professionals involved in the area have a most accurate parameter to base their strategic plans and teaching methods.

**2 LITERATURE REVIEW****2.1 Physical Education**

According to the National Curriculum Parameters (PCNs, BRAZIL, 1999) the main objectives of physical education go back to understanding the body's functioning and its relationship with physical fitness, the notions about factors to practice physical training, studies with perspective on physical culture and physical activity as health promoting. In this parameter it is possible to work in an interdisciplinary content and promote the student a broader view on the importance of physical education in the construction of their training.

As Freire (2006, p. 10) "street and school are different institutions with different functions. In some cases resemble, and differ radically in others. "In this parameter, you realize the importance of using wisely the cultural baggage brought by students into the school to be exploited to the maximum, even though each school has a feature each region and their type of culture.

From the reality of the students, learning methods of the kick can be presented as global, confrontation, in part, recreational and synthetic analytical.

**2.2 Methods of learning the kick in the Physical Education classes****2.2.1 Global Methods**

The overall method refers to the methodological principle global functional. In this, it creates "courses of games, which start from the simplification of sports games according to age, and by increasing difficulties in training games until the final game (DIETRICH, DURRWACHTER and SCHALLER, 2003, p.13)".

The series of games (entertainment, great games, pre-sports) represents the main methodological measure. In this sense, Greco (2001) shows that the global method has been more consistent when compared to analytical, serves as the students' desire to play and consequently gain more motivation, making the learning process easier.

**2.2.2 Method of confrontation**

Dietrich (1988) says that the method of confrontation only takes place under the motto of "play, play and play." The author asks that there is a "methodological carelessness" as it does not identify a well-structured planning.

The method teaches the game of confrontation in an adult manner, with its rules and ways to play and the main rule is to learn the game. Thus, the game should not be divided into steps or tasks to be driven all the time. It is observed that some literature describing disadvantages of this method, because the variation is so great that the student can not differentiate what is most important and what is superfluous.

**2.2.3 Partial Method**

In partial method Greco (2001) shows that "a game consisting of some aspects should be developed separately due to

its complexity and especially to his learning difficulties." Thus, this process tends to complete the achievement of a concrete learning the game itself. The technique is considered a basic element for the formation of the practice game. In this concept the teachers are dedicated to training techniques, where performance and competitiveness are crucial, aiming at the perfection of each student's gesture. Some advantages of this method enables total control of the required technical, occurring even over experience. The corrections are straightforward, enabling students to better understanding. Hardly differences occur between participants.

The partial method also brings disadvantages, because the student never quenched his desire to play, going so lack of motivation. Another factor would be the inclusion of those disadvantaged talent for such a practice.

#### **2.2.4 Method recreational**

Alberti, quoted by Greco (2001), argues that the method of recreational sports game stands out as standard practice. Its construction by grading of parts of different aspects of the game, technique and tactics, search dimensions in the game and ways to achieve the goals, then find ways to insert rules and standards. When talking about partial methods, analytical methods, exercise per share, activities focused on technique, generally considered to be the analytical principle synthetic.

Reis (1994, p. 9) defines co method as "[...] one in which the teacher of the fundamentals, such as insulators and only after mastery of each one of the reasons the game itself is developed. "

#### **2.2.5 Analytical Method Synthetic**

Dietrich, et al (1984) by presenting the analytical principle, bring a series of exercises as the main methodological steps. The analytical method first appeared in individual sports and is particularly represented by the partial method, assuming various settings that point to the same point: the skills are trained outside the game context so that later can be transferred to the game situations.

According to the authors, "The representatives of this method assume that the current division of the game in 'technical', 'tactical' and 'training' should also determine the methodology." (DIETRICH ET AL P.17, 1984). The method can be considered as "exact" for its excessive preoccupation with the details of each foundation.

In synthetic test method, the teaching of the game is to be directed primarily towards the correct implementation of various skills and techniques in isolation, stereotyped and beyond the actual game, where it was thought that the improvement of technical performances imply an improvement in individual the overall functioning of the team.

#### **2.3 Motor skills specialist for football.**

Specialized motor skills for football and are treated by Gallarue Ozmun (2005). According to the authors a fundamental movement pattern refers to the observable performance of locomotor movements, manipulative and stabilizers. Because these movements are fundamental standards for the combination of two or more body segments.

Motor skill is understood as a fundamental movement pattern for the precision of a movement emphasized the goal. The skills of manipulation, according Gallarue (2005), involve the exercise of force against an object or even receiving the force of a given object, or throw, catch, kick, making batting a baseball or dribble in basketball are considered manipulative skills.

### **3. METHODOLOGY**

This work draws on a rich literature reference, where the act of asking and searching for information about the methodology of teaching the kick in physical education classes is by means of surveys in scientific articles, books, journals, virtual libraries. In this body of research carried out a detailed review of major authors, and remarks about physical education classes conducted with elementary students, classes specifically involving kicking, where the quality and specificity of each shows a great incentive for research.

### **4. DISCUSSIONS**

From the bibliographical studies, we noticed that the kick is the most effective way to end a rally. It represents the way you hit the ball with his feet, she is moving or not. It was found that among the kicks in a football match, kicking with the inside of the foot is the most commonly used, especially when you want more precision. The player, when closer to the goal requires a smaller force designed, and when the kick is performed with the outside of the foot, the ball gets a turn in his path, remembering that the kick with the instep requires greater strength and accuracy.

It is noticed that during the physical education teachers often base their shot at free kicks and corners, making use of mechanisms that show kicks being finalized. Thus the teacher runs a variety of exercises, including the header, this activity, as in kicking, ends up a play or defense of a move. The pitching is offensive may aim to reach the goal and the opponent's defensive defense of an attack.

For a header more accurately, it was observed that many students master basic skills, how to keep your eyes open so you can see where it carries out its completion or withdrawal of the ball from his goal, besides the use of the forehead to the ball can win greater accuracy and speed, according to the applied force.

According Gallahue (2005) the acquisition of motor skills improves the quality of movement, but you need to acquire skills to solve problems existing engines.

With the ideas of Gallahue (2005) realized that while teaching a new motor skill, the instructor must identify the type of skill, establishing an environment of practice according to the nature of skill and introducing rhythmic activities. Thus the learner knows and respects their cognitive state as well as their learning objectives.

In this perspective, Freire (2006) showed that all the abilities of a person are used for football. Reporting that the teaching and learning process should schedule effective methods to acquire better skills sedimentation.

Greco (2001) showed that children aged 4 to 15 years in a process where the individual desire to participate in an individualized activity is therefore limited numbers of movements and technique refinement go together

In this sense the global method, according to Reis (1994), part of the whole movement and is characterized by learning by playing. It was found that the method pre-game party sports game for the formal, initially using less complex forms of gambling, whose rules are being introduced gradually.

Go Tani, showed a view toward the student, using the technique of feedback to improve motor skills. According to the author, the elaboration of a motor plan or program of action sets the pattern of movement to be executed.

Dietrich (2001) reported that the overall method has been used in teaching and learning process, because this methodology follows the principles of problem sets and looking at each game or how to play, a central idea of the game.

In theory the overall method, as some authors Kings (1994), Greco (2001), Lopez (2004), Dietrich et al (2003), supported the idea that the movement is characterized by playing learning: from the pre games with sports changes in the rules. In

the definition of the partial method, Greco (2001) presented a learning process where students learn by, or complies with the principles of learning developed separately according to the complexity and especially the difficulty of the student. In this context the teacher must work harder the technique itself, raising the degree of hindering the student. In the method recreational Voser (2003) shows that sports in school should be exclusively focused on the initiation and sporting orientation, you should never focus on training.

Reis (1994) defined the analytical method as a synthetic activity focused on technical, ie one in which the teacher part of the plea as part isolated only after the area of each said foundation and developed the game. As Dietrit et al (1984) in this method are trained skills outside the context of the game after being transferred to a game situation, adding that the method is characterized by ornament of exercise.

Oliveira (2002) showed how the school is the best place for learning, for school sport brings pleasure to the child and the adolescent. So a good option is the games without fixed rules. Alberti quoted by Greco (2001) added that the recreational game is like a sports practice, explaining that this methodology the student meets the first place and technical components through several repetitions of each exercise ground, where the complexity of the exercise is increasingly difficult. When automated, the exercises are being integrated into a larger context until the movement performance.

The definition of the effects of different teaching methods provides greater knowledge and understanding of pedagogical and methodological alternatives addressed. Saad (2002) discussed several proposals and present the different pedagogical processes to facilitate learning, which has enabled turn a less empirical and inductive.

### 5.1 CONCLUSION

Whereas the goal kick the goal is set between the beams, there was a higher concern with the necessary leadership. Unlike the past where to be observed: orientation, strength and speed of flight of the ball.

It is known that during a football play, the student must master the techniques of kicking, involving them in sports discipline. Orientation of the exercises, the teacher can work on sensory systems of students, specifically those of muscle, joint, and the development of the visual apparatus.

It is believed that to develop the sensitivity becomes necessary training technique, observing the principle of specification, both in training and in the game.

The research developed presented an opportunity for new knowledge and, moreover, possible to build ideas, reflecting on the football, the technique of the kick, the game interfaces with the Physical Education and the social context.

In this study, we found that it is for the school to provide students with favorable performance in football. It is known that it is the responsibility of physical education teachers related to soccer, to respect the interests of each student, thus avoiding the lack of interest or motivation for the sport in question.

Knowledge of when and how to teach is a big concern that came with the educators. This is one aspect that has a strong focus on research in recent decades of teaching and learning of motor skills.

In this study, we were concerned to discuss the teaching methodologies of the kick more effective to develop the motor skills during a soccer match. It can be concluded that the types of analytical methodology classified into synthetic, global, recreational, and partial method of confrontation, the teacher provides research on the best approach, since each method provides the opportunity to promote the teaching of the technique of the kick higher efficiency and ability in practice.

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### Endereço:

Rua Oscar Trompowisk, 1226  
Gutierrez Cep 30440-000  
Belo Horizonte – MG Brasil

### THE METHODOLOGY OF TEACHING THE KICK IN SCHOOL PHYSICAL EDUCATION CLASSES

#### ABSTRACT

This theoretical objective is to investigate different teaching methods related to the bounce during physical education classes at school. In this regard, the literature review brings the contribution of great authors and renowned doctors in the specificity of each one, allowing setting different effects of teaching methods applied. As a result it was found that the methods are of paramount importance, since they are given to students at an age when they are in phase transitions and discoveries. It appears that to develop motor skills, teachers fall to the responsibility to awaken the love for the sport with respect, but the interest of each student as a continuous, coordinated, conscious committed to comprehensive training, where body and mind is seen as a unit.

**KEY - WORDS:** Teaching method. Chute. Motor skill.

**À LA MÉTHODOLOGIE DE L'ENSEIGNEMENT DE BOWLER DANS L'ÉDUCATION PHYSIQUE CLASSES ÉCOLE****RÉSUMÉ**

Cet objectif théorique est d'étudier différentes méthodes d'enseignement liés à la prise de vue développé dans les cours d'éducation physique à l'école. À cet égard, la revue de la littérature porte la contribution des grands auteurs et médecins de renom dans la spécificité de chacun, permettant de définir des effets de différentes méthodes pédagogiques appliquées. En conséquence, il a été constaté que les méthodes sont d'une importance capitale, car ils sont donnés aux étudiants à un âge où ils sont dans les transitions de phase et de découvertes. Dans cette hypothèse, nous savons que la responsabilité des enseignants pour éveiller l'amour pour le sport tout en respectant les intérêts de chaque étudiant comme un articulé en continu, consciemment commis à la formation complète, où le corps et l'esprit est considéré comme une unité.

**MOTS-CLÉS:** méthodes d'enseignement, de prise de vue, l'habileté motrice.

**LA METODOLOGIA DE LA ENSEÑANZA DEL CHUTE EN LAS CLASES DE EDUCACIÓN FÍSICA ESCOLAR****RESUMEN**

La presente reflexión teórica, objetiva la investigación de algunos métodos de enseñanza del chute durante las clases de educación física en las escuelas y la especificidad a cerca del contenido desarrollado por los profesores. El referencial teórico del específico artículo, trae la contribución de grandes autores y conocidos doctores en la especialidad, lo que permite definir distintos efectos de los métodos de enseñanza aplicados. En los resultados encontrados, se verificó que los métodos son de gran importancia, ya que son aplicados a los alumnos en una edad de transición y conocimiento. Aún se verificó que para el desarrollo de la habilidad motora, caben a los profesores, la responsabilidad de despertar el gusto por el deporte, respetando el interés de cada alumno en una actividad continua, articulada, consciente y comprometida con la formación integral, proponiendo cuerpo y mente como una unidad.

**PALABRAS-CLAVE:** métodos de enseñanza, chute, habilidad motora.

**A METODOLOGIA DO ENSINO DO CHUTE NAS AULAS DE EDUCAÇÃO FÍSICA ESCOLAR****RESUMO**

A presente reflexão teórica objetiva-se em investigar diferentes métodos de ensino relacionados ao chute durante as aulas de educação física escolar. Nesse propósito, a revisão da literatura traz a contribuição de grandes autores e renomados doutores dentro da especificidade de cada um, possibilitando definir diferentes efeitos dos métodos de ensino aplicados. Como resultado verificou-se que os métodos são de suma importância, já que são aplicados aos alunos numa idade em que os mesmos se encontram em fase de transições e descobertas. Verifica-se que para desenvolver a habilidade motora, cabem aos professores a responsabilidade de despertar o gosto pelo esporte respeitando, porém o interesse de cada aluno numa atividade contínua, articulada, consciente comprometida à formação integral, onde corpo e mente seja vistos como uma unidade.

**PALAVRAS-CHAVE:** Método de ensino. Chute. Habilidade motora.