

Pre-sport futsal games for the education of perseverance in students of 10-11 years old

Juegos predeportivos de futsal para la educación de la perseverancia en los alumnos de 10-11 años

Beatriz Bravo-Morejón¹, Gerardo Vargas-Peraza², Crisbell Elena Artiaga-Lombano³

¹M. Sc. Profesor Auxiliar. Universidad de Ciencias de la Cultura Física y Deporte “Manuel Fajardo. Cuba. beatrizbm@uccfd.cu

²M. Sc. Profesor Auxiliar. Universidad de Ciencias de la Cultura Física y Deporte “Manuel Fajardo. Cuba. vargasperazag@gmail.com

³Lic. Universidad Deportiva del Sur. San Carlos, Estado Cojedes. Venezuela. chrisart_6@hotmail.com

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ABSTRACT

The present study is related to an alternative of pre-sport games for the education of perseverance in futsal in students aged 10-11 at the Bolivarian School “San Francisco de Tiznados Ortiz” in the Venezuelan state of Guárico during Physical Education classes based on the deficiencies found. Different investigation methods were used in the study, among which are the interview to managers, survey to professors and observation. In the information processing, the mathematical-statistical method was used to determine the behavior of the indicators in the organizational aspects and the value of perseverance in the diagnosis made.

Key words: Pre-sport games; Futsal; Physical-sports activities; Education of perseverance; Physical education

RESUMEN

El presente estudio está relacionado a una alternativa de juegos predeportivos para la educación de la perseverancia en el futsal en los alumnos de 10-11 años en la Escuela Bolivariana “San Francisco de Tiznados Ortiz” en el estado venezolano de Guárico durante las clases de educación física a partir de las deficiencias constatadas. Se emplearon en el estudio diferentes métodos de

investigación, entre los cuales se encuentran la entrevista a los directivos, encuesta a profesores y la observación. En el procesamiento de la información se utilizó el método matemático-estadístico para determinar el comportamiento de los indicadores en los aspectos organizativos y el valor perseverancia en el diagnóstico realizado.

Palabras clave: Juegos predeportivos; Futsal; Actividades físico-deportivas; Educación de la perseverancia; Educación física

INTRODUCTION

The educative politic in Venezuela is oriented to the improvement of the quality, increase of the covered and modernization of the administrative structure for the educative system, through the revision and reform of its level and modes, reason it has been given emphasis to the decentralization process, as an strategy oriented to give more autonomy of step to the educative centers; for other hand generate profound changes in the teaching profession to the transformation of the pedagogic practices.

The Great Larousse Dictionary (1996), on digital support, states that: "Education as a philosophical and pedagogical category expresses a consciously organized process in which the teacher and the different institutions play a primary role as the central nucleus of this process. socializer that has a decisive influence on the formation of man".

In the broad sense of the word it can understand education as a process of socialization, that is, of preparation for their insertion into social life, which requires very diverse learning; of knowledge, skills, norms of conduct and principles, that identify the subject as a member of a cultural community, a people or a nation. Authors refers, therefore, to a complex social phenomenon, aimed at the transmission and appropriation of culture and values, modes of action and accepted patterns through an organized, systematic process of formation and development of man.

From a sociological perspective according to the author Blanco Pérez, education is understood as: "The process of communication and personal exchange, which that

could call personal interaction and as a process of mass communication and exchange, which can be call social interaction". (Blanco, 2000, p.26)

It is important to specify that among the agents involved in the educational process are parents, close relatives, schoolmates, neighbors, as well as different social organizations (political, religious, union, student and community).

Education as a concept is summarized in the wise expression of José Martí when he states that:

"To educate is to deposit in each man all the human work that has preceded him, it is to make each man a summary of the living world, up to the day in which he lives, is to put him at the level of his time, so that he floats above him and not leave him below his time, with which he will not be able to float; it is preparing man for life ". (Martí, 1961, p.281)

It is the criterion of the authors of the research that education is a social phenomenon, the result of the historical development reached at a certain moment, and as the nucleus of the socializing process, it exerts a decisive influence on the formation of man throughout his life, and must prepare him for the enjoyment and fullness of everything that derives from it, according to the society in which he lives and develops his life, contributing with his performance to its development and improvement and that the essential nucleus of this training must be the values.

Values are psychological formations that are formed in each specific person through the family bosom, their personal history, their experiences, experiences, needs and through the social relationships that man shapes them throughout his life.

Vargas Peraza refers that

Early age is the most conducive to the incorporation in the student of patriotic, aesthetic cultural values, which is fostered by the development of abstract thought; the adult constitutes a model for them, hence the importance of the preparation and the example of parents, the teacher, the family and all the social agents that surround them. The feeling of duty is formed, and moral motivations become guiding forces of their conduct and become independent of emotional experiences.

Pre-sports games in the school environment. (Vargas, 2015, p. 27)

Regarding the definition of this gambling classification, several authors have approached it, among them Torres and López state that:

“They are those that have technical elements of sports and that have a competitive character and that in turn allow to know some special rules of sports, although they can undergo changes without losing the objective or essence of the game. On the other hand, they promote the acquisition of certain movements, motor actions and simple primary skills, which will later serve as the basis for the formation of a specific sport.” (2005, p.9)

Regarding this classification, Gil (1997) classifies them as basic and specific:

1.- Basics. Its content is aimed, fundamentally, at developing common basic skills that allow the incorporation of more complex elements or skills. Primary sports skills. (simple, combined, complex exercises and games).

2.- Specific: They are those that comprise elements of different sports in particular and are aimed at developing skills and abilities. Complex sports skills (technical-tactical offensive and defensive). (p. 45)

The complexity of the analysis lies in the very characteristic of the values that are intended to be developed through sport, among which is perseverance, courage, combativeness, etc., according to the objective proposed in the activity carried out, in this case the student has to internalize them until they become a conviction for him, so that he regulates his behavior in any situation that life imposes on him.

In this sense Arteaga states that:

“The practice of physical-sports activities by itself does not guarantee the development at a level of conviction of these values in students, if it is not implicit in the intention of the own activity and also the assessment of the educational effect produced on the student”. (2017, p.3)

The inclusion of pre-sports games in the sports field and more specifically in the practice of futsal in physical education classes is more than amply justified because it offers numerous educational, recreational exercise and fun possibilities with respect to routine forms and cognitive potentialities already which is considered as a sport of opposition and cooperation.

METHODS

The research was carried out at the Bolivarian School “San Francisco de Tiznados Ortiz” in the Venezuelan state of Guárico, where the 10-11 years old students and the Physical Education teachers who work with these students were selected as the population.

To carry out the study, it was possible to use different methods, procedures and scientific research techniques, among which are the theoretical level, document analysis, analytical-synthetic, induction-deduction and modeling; from the empirical, the interview to managers, survey of teachers and observation and from the mathematical-statistician the descriptive statistics, which based on the dialectical-materialist approach allowed the authors to delve into the object of study and meet the proposed objective.

RESULTS

Structure of the futsal pre-sport games proposal for the education of perseverance in students aged 10-11

The design of this type of game for the education of perseverance consists of three fundamental stages;

1.- A first one where the diagnosis made will be taken into account to verify the criteria of the directors and teachers, as well as the standards of behavior and attitudes manifested by student athletes through games based on the methods of the interview, survey and the observation, as well as the bibliographic search to conceptualize the theme of these games.

2.- The second stage is where the elaboration and organization of the games is carried out in correspondence with the methodology and the elaborated instruments, the methodological steps of their realization, as well as the indicators to measure collectivism and industriousness.

For the methodology of the games, the criterion of Watson Brown (2008, p. 66) is assumed in relation to the description of the game: Name of the game to be developed, objective, materials, participants, organization, development, rules, variants and classification.

3.- A third stage where, based on the design of the games, an interview is carried out with a specialist who, through the answers, allowed them to give reliability to the games for their application in practice in future research.

Proposal of pre-sport futsal games for the education of perseverance in students aged 10-11

Introductory phase (it is a phase where isolated futsal skills are worked on)

1.- Name: Black and white

-Objective: Perform frontal displacement.

-Materials: Land 15 - 20 meters wide and 30 meters long, divided into three parts.

-Participants: Students aged 10-11 years.

-Organization: Two teams of 7 players are located in the central demarcation of 3 meters wide back each, without touching the lines separated from each other at 1 meter.

-Development: At the teacher's signal mentioning the color black or white, each team will try to touch the opponent before he reaches the finish line.

-Rules: It is forbidden to step on the lines and it is not allowed to push the opponent.

The team that touches the most teammates before reaching the final line wins.

-Variants: Perform frontal movement between obstacles.

-Classification: It is a game that, due to its characteristic or type, is classified into pre-sport, by its location outdoors, by its way of participating in a group, and by the intensity of the active movements - medium intensity.

Other games for the introductory phase

2.- Ball between obstacle.

Objective: Driving the ball between obstacles.

3.-Ball at home.

-Objective: Pass and change position.

4.- Zigzag driving.

- Objective: Drive the ball with the inner, outer edge and instep total, speed and control.

5.- Ball touched

Objective: Drive the ball with the inner, outer edge and total instep, movement, speed and control.

6.- Ball at home

Objective: Pass and change position.

Take-off phase (in this phase pre-sport futsal games are introduced that contain the following basic elements: driving, receiving and passing, that is, combinations of skills).

1.- Name: The ten passes

-Objective: Driving, passing and displacement.

-Materials: 20 x 20 meters field and a ball.

-Participants: Students aged 10-11 at the Bolivarian school "San Francisco de Tiznados Ortiz", Guárico state.

-Organization: Two teams of 6 players scattered throughout the field.

-Development: Try to pass the ball as many times as possible without it being intercepted, on the contrary.

-Rules: You can take three steps with the ball, you cannot hit or catch the opponent, the ball must be removed from the place where the rule violation occurs.

The team that makes the most passes wins.

-Variants: Introduce driving with change of direction.

-Classification: It is a game that, due to its characteristic or type, is classified into pre-sport, by its location outdoors, by its way of participating in a group, and by the intensity of the active movements - medium intensity.

Other games for the take-off phase

2.- Ball in two fields.

-Objective: Displacement, pass and uncheck.

3.- The three to the pass

-Objective: Displacement, driving, passing and unmarking.

4.-Ball over the corner

-Objective: Displacement, driving, passing, unmarking and shooting at goal.

5.- Pass and play in two fields

-Objective: Displacement, driving, passing, unmarking and shooting at goal.

6.- Ball to pass

Objective: Unmark to receive

7.- Touch the ball

Objective: Pass, change direction and position.

8.- Play in four fields

Objective: To prevent the interception of the ball by the opposing team.

Maturation phase (it is the phase where skill complexes prevail in the actions carried out in the game).

1.- Name: Write down the points

-Objective: Driving, passing and receiving

-Materials: 20 x 20m pitch, small goal and futsal balls

-Participants: Students aged 10-11 at the "San Francisco de Tiznados Ortiz" Bolivarian school, Guárico state.

-Organization. Teams of 5 players each are organized

-Development: At the sound of the teacher each team will try to score a point in the goal of the team that is on the defensive

-Rules: The player who manages to introduce the ball into the goal will get a point for his team.

If the offensive team takes the ball out of the bounds of the field or playing area, the opposing team takes a throw-in.

The team that scores the most points wins.

-Variants: Play the game with two balls in play.

-Classification: It is a game that, due to its characteristic or type, is classified into pre-sport, by its location outdoors, by its way of participating in a group, and by the intensity of the active movements - medium intensity.

Other games for the maturation phase

2.- The hunters.

-Objective: Intercept the ball.

3.- Ball to the tower

Objective: Pass the ball to a player who is on a bench.

4.- Penetrate the wall.

-Objective: To penetrate the circle after having received a pass.

DISCUSSION

The elaborated pre-sports games are centered on the students and integrate the components of perseverance education (principles, attitudes, norms of conduct and mode of action) in the different futsal classes within the framework of Physical Education and contribute to the education of this value, with an intelligence and a culture that allows you to prepare them for life. Likewise, it favors the incorporation and social insertion of these students to the practice of physical-recreational activities or others in the community that allow them to develop with greater perseverance, interest, disposition, commitment and interest in the tasks.

The consulted authors define the fundamental concepts that were taken into account as theoretical support for the development of the research and in the elaboration of the futsal pre-sport games, as well as the necessary elements for each of the stages and phases in which the proposal that allow the fulfillment of the proposed objective.

As way of conclusions, the application of the alternative in physical education classes demonstrates the effectiveness of futsal pre-sport games designed for their educational potentialities that they offer in the transformation of the student-student and teacher-student relationship in the face of the new demands made by the Bolivarian government in the light of the nascent millennium, characterized by the generated crisis of values that is observed, mainly in the new generations.

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