

Fútbol para la educación de la perseverancia en los alumnos de 10-11 años de la Escuela Bolivariana San Francisco de Tiznados

Football for the education of perseverance in students 10-11 years of the San Francisco de Tiznados Bolivarian School

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RESUMEN

El presente estudio ofrece una alternativa de juegos predeportivos para la educación de la perseverancia en el fútbol en alumnos de 10-11 años en la Escuela Bolivariana "San Francisco de Tiznados Ortiz", Estado Guárico, Venezuela. Se emplearon en el estudio diferentes métodos y técnicas de investigación correspondientes al nivel teórico, empírico y matemático y estadístico para determinar el comportamiento de los indicadores en los aspectos organizativos y el valor perseverancia en el diagnóstico realizado. Al analizar los resultados de la información final se llegó a la conclusión, que la propuesta puede ser generalizada a partir de los resultados alcanzados con su aplicación.

Palabras clave: Fútbol; Juegos predeportivos; Actividades físico-deportivas; Valor perseverancia

ABSTRACT

The present study offers an alternative of pre-sports games for the education of perseverance in the Fútbol in students aged 10-11 years in the Bolivarian School "San Francisco de Tiznados Ortiz", Guárico State, Venezuela. Different research methods and techniques corresponding to the theoretical, empirical and mathematical and statistical level were used in the study to determine the behavior

of the indicators in the organizational aspects and the perseverance value in the diagnosis made. When analyzing the results of the final information, it was concluded that the proposal can be generalized based on the results achieved with its application.

Key words: Fútbol; Pre-sports games; Physical-sports activities; Perseverance courage

INTRODUCTION

The educational policy in Venezuela is oriented towards the improvement of the quality, increase of the coverage and modernization of the administrative structure of the educational system, through the revision and reform of all its levels and modalities, reason, for which it has been emphasis on the decentralization process, as a strategy aimed at giving greater autonomy of management to educational centers; and on the other hand, generate profound changes in the teaching profession for the transformation of pedagogical practices.

In this nation, the modernization of the education system is not conceived as the introduction of new techniques or the substitution of procedures, which, although produce favorable consequences in the teaching-learning process, do not touch on the core issue such as the aims of education, common good par excellence and as a basis for an autonomous development alternative. In short, it is in the process where children feel the need to incorporate their own decision before the evaluative criteria that will accompany them in the future.

Historically, it has been the different educational institutions in union with the media, social communications and the family) responsible for the education and training of students for living with others, to constitute important pillars in the movement and preservation of what is considered good or valuable.

The physical-sports activities that are taught in the physical education class offer great instructive-educative potentials, but like the other areas that contribute to the integral development of the scholar, it must be developed from a solid educational base, but it is not it achieves neither by resolution nor by the simple practice of the activities itself. However, it is noteworthy in that sense that there is talk of a teaching-educational process, that is, that the instructive cannot be separated from

the educational, but in practical reality it is generally the instructive that prevails in each of the activities scheduled. The objectives, contents, methods and means used by teachers are aimed at guaranteeing instruction.

In this sense Arteaga (2017, p.3) 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 in the student."

A large number of teachers who teach physical education classes in Venezuela give only attention to the technical aspects and the development of motor skills during the sporting activity they develop. Some think, that they can solve the education and formation in values of the student with the own instructive activity; others consider it a waste of time that conspires with the result they have to achieve and are not willing to face them.

In view of this type of activities in which the development of sports motor skills and abilities seems to be important, it seems that the real function of pedagogues is to exercise and train instead of developing values such as industriousness, collectivism, solidarity and responsibility, that is why it is necessary to create a more favorable environment in the disciples in which the objectives set by society are truly fulfilled, that the education of norms of behavior, attitudes, principles and values are a basic objective in education and formation of the new generations.

Therefore, the work of the values during the educational teaching process is the spontaneity of each teacher and is not carried out in a conscious, programmed, organized, planned way, being one of the least treated values perseverance, so, many disciples they move away from sports practice to those that have been incorporated by many factors, being one of the problems, the little treatment from the educational and formative point of view that has been provided.

The achievement of education in values in the students of 10-11 years takes place, through the objectives perceived by the activity, which include both the instructional and the educational. The starting point of this whole process is that the psychological, educational and social particularities of the subject are defined

correctly and adequately, since it is the guide that guides all the subsequent actions of the process.

In the Primary Education Subsystem Curriculum in Venezuela, in the area of Physical Education, Sports and Recreation learning for the fifth grade where 10-11 years old students are included, work with values through sports is mentioned and games that are taught, among which is perseverance, however, there are no precise methodological guidelines for its development in sports.

On the other hand, within the content of this area the development of activities of a pre-sports nature is expressed and other sports are oriented, however, in practice their compliance is not verified, predeportive football and basketball games are used systematically, not others like the Fútbol, presenting themselves as limitations: the teachers who direct the practice of the Fútbol do not systematically use actions to establish an adequate link between the instructional and educational aspects; they do not regularly use games where, through practical situations, the significance of perseverance is revealed as one of the essential values declared for these ages and the students easily leave the selected sport and even show some disinterest in continuing with the established games when they are presented obstacles to its realization.

DEVELOPMENT

The Larousse Great Dictionary in digital support 84-816-266 (1996) 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 core of this process socializing that decisively influences the formation of man".

In the broad sense of the word we can understand education as a process of socialization, that is, of preparation for its insertion into social life, which requires very diverse learning; of knowledge, skills, norms of behavior and principles, which identify the subject as a member of a cultural community, of a people or of a nation. We refer, therefore, to a complex social phenomenon, aimed at the transmission and appropriation of culture and values, modes of action and patterns

accepted through an organized, systematic process of formation and development of man.

From a sociological perspective according to the author Blanco (2000, p.26), education is understood as: "The process of communication and personal exchange, which we could call personal interaction and as a process of communication and mass exchange, which we can call social interaction".

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

Education as a concept is summed up in the wise expression of Martí (1961, p.281) by expressing that: "To educate is to deposit in every man all the human work that has preceded him, it is to make each man summary of the living world, until The day he lives, is to put it at the level of his time, so that he floats on it and not leave it below his time, so he cannot go afloat; is to prepare man for life. "

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

Values are psychological formations that are formed in each individual person through the family, their personal history, their experiences, experiences, needs and through the social relationships that man is shaping through his life.

Vargas (2015, p. 27) refers that;

It is early age the most conducive to the incorporation in the student of patriotic, aesthetic cultural values, which is encouraged by the development of abstract thinking; The adult is a model for them, hence the importance of the preparation and the example of the parents, the teacher, the family and all the social agents that surround it. The feeling of duty is formed, and moral motivations become

guiding forces of their behavior and become independent of emotional experiences.

Regarding the definition of this game classification, several authors have approached it, among them Torres and López, (2005, p.9), who express that:

“They are those that have technical elements of sports and that have a competitive nature 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 subsequently serve as the basis for the formation of a particular sport.”

Regarding this classification, Gil (1997, p. 45) classifies them into basic and specific:

Basic Its content is primarily aimed at developing common skills of a basic nature that allows incorporating more complex elements or skills. Primary sports skills. (simple, combined, complex of exercises and games).

Specific: Are those that include elements of different sports in particular and are aimed at the development of skills and abilities. Complex sports skills. (technical - tactical offensive and defensive).

The inclusion of pre-sport games in the sports field and more specifically in the practice of Futsal in physical education classes is more than justified by offering numerous educational, recreational opportunities for exercise and fun with respect to routine forms and cognitive potentials. which is considered as a sport of opposition and cooperation.

Futsal pre-sports games for the education of perseverance

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

- 1.- A first where you will take into account the diagnosis made to verify the criteria of managers and teachers, as well as the standards of behaviors and attitudes that student athletes manifest 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 in correspondence with the methodology and the instruments developed, the methodological steps of the realization of them, as well as the indicators to measure collectivism and industriousness are carried out.

For the methodology of the games, the criteria of Watson and groups of authors (2008, p. 66) are 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, from the design of the games, a specialist interview is carried out that allowed the games to be trusted for their application in practice in future research.

Alternative of Pre-Sports Games

Introductory phase (it is a phase where the Futsal's isolated skills are worked on)

1.- Name: Black and white

-Objective: Perform frontal displacement.

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

-Participants: Students from ages 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 signal of the teacher mentioning the color black or white each team will try to touch the opponent before it reaches the final line.

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

The team with the most teammates wins before reaching the final line.

-Variants: Perform frontal displacement between obstacles.

-Classification: It is a game that by its characteristic or type is classified as pre-sport, by its location outside, by its way of participating in collective, and by the intensity of 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: To drive the ball with the inner, outer edge and total instep, speed and mastery.

5.- Ball touched

Objective: To drive the ball with the inner, outer edge and total instep, displacements, speed and dominance.

6.- Ball at home

Objective: Pass and change position.

Take-off phase (in this phase, introductory Futsal games are introduced that contain the following basic elements: driving, receipt and pass, that is combinations of skills).

1.- Name: The ten passes

-Objective: Driving, passing and displacement.

-Materials: Land of 20 x 20 meters and a ball.

-Participants: 10-11 years old students at the San Francisco de Tiznados Ortiz Bolivarian school, Guárico state.

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

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

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

The team that makes the most passes wins.

-Variants: Enter driving with change of direction.

-Classification: It is a game that by its characteristic or type is classified as pre-sport, by its location outside, by its way of participating in collective, and by the intensity of active movements - medium intensity.

Other games for the takeoff phase

2.- Ball in two fields.

-Objective: Displacement, pass and uncheck.

3.- The three pass

-Objective: Displacement, driving, pass and uncheck.

4.-Ball over the corner

-Objective: Displacement, driving, passing, unchecking and shooting at the door.

5.- Pass and play in two fields

-Objective: Displacement, driving, passing, unchecking and shooting at the door.

6.- Ball to pass

Objective: Uncheck to receive

7.- Touch with the ball

Objective: Pass, change direction and position.

8.- Play in four fields

Objective: Prevent the interception of the ball by the opposing team.

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

1.- Name: Write down the points

-Objective: Driving, pass and reception

-Materials: Land of 20 x 20mts, small goal and the balls of Fútbol

-Participants: 10-11 years old students at the San Francisco de Tiznados Ortiz Bolivarian school, Guárico state.

-Organization. The 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 team that is on the offensive takes the ball outside the limits 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 by its characteristic or type is classified as pre-sport, by its location outside, by its way of participating in collective, and by the intensity of 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: Penetrate the circle after receiving a pass.

CONCLUSIONS

The results of the instruments applied after applying the alternative in physical education classes demonstrate the effectiveness of the Futsal pre-sport games designed for their educational potential offered in the transformation of the student-student and teacher-student relationship to the new demands posed 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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