



A Reflexive-Pragmatic Approach of Acting in Football Game and Motor Apprenticeship

KEYWORDS

Approach, pragmatic, reflective practice, learning and football

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ABSTRACT *Submit a semiotic approach to human action is therefore to be aware in advance about the responsibility of his acts. That is to say its ability to represent and to finalize a mastered sense and produce actions intentionally made (Wallian and al, 2004).*

It is in this perspective that fits this work aiming to observe a third grade college class during a cycle of Football (Experimental Group EG: n = 32 pupils, 14 girls and 18 boys aged 13-14 years). They followed a 12 hours cycle of physical practice at school. Each lesson consists of a preliminary game (t = 12 Min) in which pupils play 5 against 5 (4 teams of 5 players, with three substitutes per team) in a reduced space (Zghibi and al, 2013 a). An ideas' debate was proposed during 4 minutes before to return to play a second game.

The results show a significant improvement at the end of a learning cycle. The impact of the ideas' debate upon the progress is relevant, directly observable via the measured game indicators (the played balls and scored goals) in the second game sequences comparing to the games played before the verbalization sequences.

Introduction

In Tunisia, the cradle of Arabs' revolutions, by questioning the exchanges in the classroom we not only innovate, but also remake the didactic triangle equilibrium in which it is based. To suggest a semiotic approach of human action is therefore to apply in advance the responsibility of the subject on its acts, that is to say its ability to represent and to finalize in an intentionally mastered sense of action (Wallian and al, 2004). This learning semio-constructivist conception emphasizes the main role of the speech act in the co-construction of knowledge in and by the action (Zghibi an al, 2013 a). It is not a learning focused on the teacher or the student, but rather it is a continuous interaction between both and a reflexive practice about the teaching/learning process. In team sports, the goal is not only to encourage students to acquire a given technical knowledge, nor to promote the number of tactical solutions to face situations. It comes also from a reflexive practice about the game that allows to pupils to develop and implement collective action projects (Zghibi and al, 2013 b).

Methodology:

The methodology used in this work is to observe a third grade college class while they are practicing Football (Studied Group: n = 32 pupils, 14 girls and 18 boys 13-14 years aged). They follow a full learning cycle of 12 hours. Each session consists of a 12 minutes preliminary game in which pupils play 5 against 5 (4 teams of 5 players, with 3 substitutions per team) in a reduced space (Zghibi, 2013). Those teams had same level of potentials and players' turnovers were frequent. Game duration was chosen because it was sufficient for a maximum investment of those young players (Zerai, 2011). Then an ideas' debate was proposed during 4 minutes. The observation grid was constructed from classic indicators of the assessment individual sheet proposed by Gréhaigine, Billiards & Laroche (1999). In this study we will opt only for three parameters: played balls (ball possession), shots and scored goals (offensive ability).

Results

Tab. 1: Data of the twelve sessions before/after verbalization sequences

	Verbalization	Played balls	Shots	Goals
Session 1	Before	17	2	1
	After	18	2	0
Session 2	Before	17	3	1
	After	17	2	1
Session 3	Before	19	3	0
	After	20	3	0
Session 4	Before	19	4	2
	After	19	2	2
Session 5	Before	16	3	0
	After	17	2	1
Session 6	Before	17	3	0
	After	18	2	1
Session 7	Before	20	4	1
	After	22	4	1
Session 8	Before	21	2	0
	After	24	4	2
Session 9	Before	22	2	1
	After	26	3	3
session 10	Before	19	2	1
	After	25	5	4
Session 11	Before	20	1	0
	After	25	4	2
Session 12	Before	18	1	0
	After	25	5	4

At the end of 12 sessions of learning, an important motor progression was observed after each session of verbalization and this concerned the played balls and scored goals. The difference is statistically significant for those two parameters. The impact of rules made by the experimental group players is

manifested mainly during the last three sessions, and directly observable in the game: a considerable development was noticed in favor of the second played situation. Pupils have the opportunity to describe more relevantly the power balance characteristics, and to appreciate the dynamics of the game after the return to play.

In the other hand, we did not find significant difference in the number of shots after the verbalization session compared to the previous situation (Zerai, 2006). Although we do not notice a significant difference for this parameter, the team marks more goals. This guides us to notice a better offensive efficiency index owing probability to an already taken decision by the players during the verbalization sequence. In other words, the increase of goals number becomes the players' main concern. Scoring goals is better planned; the offensive efficiency is more relevant. This may explain the fact that pupils arrive to improve their success rate, to achieve their shots from good to best. A shot on goal technical specific contribution may be considered as a requirement of the game demands at this stage of learning (Zghibi, 2009).

Discussion

In spite of the lack of immediate efficiency of verbalization during the first 6 sessions, the results coming from the eighth lesson clearly show that verbalization is an interesting tool that permit to pupils to have more ball possession and score more goals to increase the score (Zghibi and al, 2009). It seems to be necessary to go beyond eight sessions to establish a considerable power balance improvement in team sports. These recommendations are congruent with Turner and Martinek's assumptions (1992). According to them, the cycles of less than eight lessons are too short to register remarkable learning. This significant improvement in played balls and scored goals permits us to say that the game configuration changes each time in the second game sequence. Players decide to preserve more the ball to improve the level of passes exchanges comparing to the precedent sequence. This may be due to the improvement of relations between partners (Zerai, 2006). This improvement of the passes' number, indicates an overall improvement of the team coherence and its collective strategies (Gréhaigine and al, 2009).

The moment of ideas' debate appears as a central piece of

a constructivist conception about learning in team sports, it is intended, after a played sequence, to evolve or not the expected strategy after discussion and analysis of the tactics adapted to the match results (Wallian and al; Chang, 2009; Zghibi and al, 2009). In each sequence of verbalization, players find the opportunity to confront their personal points of view so as to access to a collective decision defined as an action project that facilitates the co-construction of the activity meaning. The main objective is to find adequate solutions to problems that are already encountered throughout the match. Thus, we assist to a collective/argued action project, discussed and provided there where there is no place for personal decisions or random solutions given by the teacher (Wallian and al, 2004).

To identify more effects of discursive interlocations and in order that the learning manifestations take place, it is recommended to pursue the observations on another team sports (handball, basketball ... etc). The adhesion of the teacher to this process passes by a training in which the duration is a "double instruction".

Conclusion

At the end of a learning cycle, a significant progress took place especially during the last three sessions. The impact of the ideas' debate upon the progress indicators is relevant, directly observable in the game. In contrast, a little evolution, non statistically significant, was noted in favor of the second played situation during the eight first sessions. Thus, we can consider that the effect of verbalization appears from the 8th session (Turner and Martinek, 1992). The ideas' debate (Gréhaigine & Godbout, 1998) appears as an interlocutrice situation of a conversational negotiation about "what is to be done to succeed together" and can promote the better learning in football (Wallian, 2004).

In conclusion, we can say that the reflexive posture proposed by Schön (1987, 1991) is imposed more and more in the training teachers' field. The challenge is to rehabilitate the practical reason and knowledge of action; reflection in the action and about it and extraction of knowledge from practice. The activity of elaborating knowledge via and in action is not generally harmonious with the collective interlocations among the teams. The situation of sportive and corporal practices is then, problematic more than ever.

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