

SIGNIFICANCE OF MOVEMENT IN THE CONDUCT OF LEARNING BADMINTON IN BASIC TRAINING



<https://doi.org/10.56238/arev6n1-029>

Submission Date: 30/08/2024

Publication Date: 30/09/2024

Alessandro Pereira¹, Greissa Leandra de Marco² and Keiko Veronica Fonseca³

ABSTRACT

The evolution of the Badminton modality as a democratic and easy-to-understand process motivated the proposal of a model for conducting the learning of this sport beyond the current models found in the literature. This article presents a model for the qualification and technical evolution of badminton practitioners that presupposes the consolidation of specific motor activities based on the concepts of meaning of movement. The model establishes indicators for monitoring and evaluation in sport from 4 levels that represent the technical skills to be developed. Each level is defined by a set of criteria to measure and evaluate competencies. The validation of the model was done through its implementation in a social badminton project whose results are presented and discussed here. The implementation of the proposed model allowed the specification and development of a tool to monitor the evolution of technique and learning of the sport.

Keywords: Motor Learning. Base Training. Levels of Learning.

¹ Doctor of Education
Degree in Physical Education
SED/SC Institution
E-mail: pereira_alessandro@yahoo.com.br
LATTES: <http://lattes.cnpq.br/3389126880968584>
ORCID: <https://orcid.org/0000-0002-8684-0013>

² Master in Collective Health
Physiotherapist
UNC/Curitibanos-SC Institution
LATTES: <http://lattes.cnpq.br/1634897807381078>

³ Doctor in Electrical Engineering
UTFPR/PR Institution
LATTES: <http://lattes.cnpq.br/8827013568855482>
ORCID: <https://orcid.org/0000-0003-4685-299X>

INTRODUCTION

The proposal presented here is an excerpt from a basic training work with five-year-old children that allowed the construction of a learning model by levels to monitor, develop and even expand the training path of children who are inserted in badminton. These levels should also make it possible to quantify the process of evolution of practitioners, in order to define guidelines for basic training work. The motivation for a new model is due to the need to reinforce democratic paths of basic training in Badminton that emphasize inclusion.

The training of this base is anchored in the badminton classes carried out in the badminton initiation project. It is important to be clear that the base requires that the practitioner be initiated and evolve from the learning of technical fundamentals, such as movement, blows, displacements, among others, as well as being led to learn to think tactically. In this sense, a model that represents levels of mastery of technique and tactics that can be recognized based on clearly defined criteria and requirements is discussed.

The proposed model arose from the need to think about the evolution of the sport as a democratic, accessible and easily understood process. In addition to providing an important tool for monitoring the evolution of technique and tactics, the proposal sought to establish guidelines and methods for the teaching of badminton as well as to *"create"* norms (standardization) for the evaluation of this evolution.

It was sought to carry out an analysis in order to disseminate the knowledge about the meaning of learning attributed to badminton, for this, the proposal arose from the model already consolidated in judo, whose levels are characterized by belts, where each color represents a competence that the athlete/practitioner must conquer to advance to a color of greater competence.

The premise of the investigation that culminated in the proposal is that the educational/formative action is a mechanism of specific influences, that is, it is in the context of its insertion that meaning is attributed, it is the thought and sequenced act that announces a "formative" intention directed to what was previously thought (leveling and competencies by levels). The research question that is asked is 'what to consider in common to designate the training actions of the base that are organized, and at the same time are common to teachers/technicians?'

The hypothesis is that whatever the forms and structures in which the sequencing of the learning/evolution stages are exercised, it is necessary to consider the skills and competencies for each level of experience, thus, whether it is initiation or high level of

education, the general meaning of categorization is the same, that is, Intervention and leveling advocates favoring the development and learning of others.

Therefore, the teacher/coach has the essential role of providing the alignments that allow growth and follow the evolution of the other, and in this case here, the student/athlete who does not yet have the experience, knowledge or essential technical skills of badminton. In this sense, the teacher/technician organizes exchanges to favor the learning/growth of the other, causing changes in attitude and resignifying their competencies and skills.

In view of the above, the objective of the investigation of this article is to present a model of learning conduct to promote the qualification and technical evolution of badminton practitioners from the consolidation of specific motor activities aimed at the development and evolution of the learning process.

In addition, the conception of the model is based on the premise of evolution by levels, where the individual acquires skills and knowledge continuously. The model consists of dividing the competencies into different phases, with each level achieved representing a stage of evolution. The model considers the interdependence between different competencies, that is, the need to integrate and combine motor skills.

METHODOLOGY

The research methodology with an observational approach was used (Richardson, 1999).

Cole and Cole (2004) concluded that observational studies play an important role in child-related research, being an essential source of information about child development. As Pellegrini points out, observational studies support the possibility of describing and understanding the functioning of natural space, in addition to the identification of behaviors that can be categorized, revealing details of the person-environment interaction (PELLEGRINI, 1996).

A qualitative approach was chosen for this study, according to Richardson (1999, p.70), "it is not intended to number or measure homogeneous units or categories, it is an adequate way to know the nature of a social phenomenon".

The model consists of dividing the competencies into different phases, with each level achieved representing a stage of evolution. The model considers the interdependence between the different competencies, that is, the need to integrate and combine motor skills,

which allows the subjects (teachers/technicians) to dialogue freely, so that the interventions can start from the real needs of any individual and at any time of their evolution.

The choice of this methodology is based on the need to implement training strategies for children who are involved in badminton, in addition to being a tool that allows teachers/technicians to monitor and promote development from the consolidation of levels, where the individual acquires skills and knowledge in a continuous and structured way.

Once the model was conceived, its implementation was based on a social badminton project carried out with 5-year-old children in the city of Curitibanos-SC. The specific objectives of the implementation of the model sought to refine indicators for monitoring and evaluating practitioners, in addition to developing proposals for evolution and monitoring of badminton based on levels.

The following table presents the stages of this implementation, proposed by Powell et al. (2017) and adapted according to the proposal of the work, namely, exploration, installation, initial implementation and complete implementation and the activities of each of them.

Table 1: Stages of implementation and activities related to acquisitions by levels.

Implementation steps	Activities
Exploitation	Needs assessment; investigation of the components of the intervention; survey of implementation barriers and facilitators; assessment of the capacity to implement and monitoring of evolution.
Installation	Activities performed (proposed to experience) of free response, whose focus consisted of; The initial objective was to observe motor behavior, and, from this analysis, plans were drawn up to initially meet the children's motor demand, in addition to guiding the intervention proposal.
Initial Implementation	Activities divided into five moments, the 1st Acquisition of motor pattern, that is, mastery of the motor scheme, 2nd Specific activities of motor coordination, 3rd Activities of experience of badminton, 4th Recreational activities of training for badminton and, 5th Activities of structuring and motor problematization applied to badminton. (use of metaphors to assimilate the motor gesture of badminton).
Full Implementation	Levels of insertion of children's learning, according to the acquisition of the established standards, each child becomes part of a level, the proposal focused on monitoring and directing the planning according to the evolution within each level already pre-established.

Source: author

From the implementation stages, the structuring of the lesson plans was carried out, prepared according to the age of the children participating in the research, and the number was 26 children aged 5 years, the project began in April 2023. The activities were carried out every Friday starting at 1:30 pm - 3:30 pm, the project had as a partnership the Early

Childhood Education Center, the CEI, is next to the gymnasium where the activities took place.

The article is structured in four topics, the first details the learning model by levels to monitor, develop and even expand the formative path of children who are inserted in badminton, while the second topic systematically presents the authors who give the theoretical support of the work, with emphasis on Schmidt and Wrisberg (2010), Rosa Neto (2002), Magill (2000), Le Boulch (2008), (...), whose theme addressed by these authors deal with issues of motor organization and learning through movement and mainly aspects of the organization and structuring of badminton teaching.

The following topic discusses the results of the research, with emphasis on the proposal for implementation by levels of competence and finally the considerations, bringing a definition about the proposal on leveling and evolution attributed to badminton performed with children and how this can be configured in practice.

MOTOR ORGANIZATION AND LEARNING ATTRIBUTED TO BADMINTON

For Schmidt and Wrisberg (2010), motor learning comprises changes in internal processes that determine an individual's ability to produce a motor task. The learner's ability to progress, trial after attempt, to more complex motor tasks demonstrates improvement in the level of proficiency and consequent learning, and according to Rosa Neto (2002, p.12) good motor control allows the child to explore the outside world, pointing out to him the concrete experiences on which the basic notions for his development are built.

We agree that educational/training action is linked to the set of practices and processes aimed at the individual development of individuals, through the use of learning techniques, teaching techniques and pedagogical methods of their own. It is intended to develop in individuals, over time, skills and competencies that will enable them to achieve a certain level of personal and professional development. Thus, educational/training action can be understood as a set of processes that are intended to contribute to the improvement of an individual's capacities and skills.

Magill (2000) associates learning directly with the amount of practice and experience, considering the change in a person's ability to perform a skill as a relatively permanent improvement in performance. Thus, the evolution of the individual in motor learning depends on important aspects related to his level of motor development, the amount of practice and adequate instruction. In addition, the acquisition of new motor skills

depends, in several aspects, on the way learners are able to capture the available information, process it and use it in the execution of the motor task.

However, the importance of movement is not limited to the motor dimension of development, but also extends to other areas of human development. The effects of low motor competence on other domains of behavior are frequently commented on in the literature, and it is necessary to understand how these processes interact and how this may affect the development of learners are inherent factors for the interventions that are necessary, thus understanding the motor reality of each one in question.

For motor learning to happen, it is necessary that the individual is able to process and store information relevant to the task. The way this information is processed and stored will directly influence the individual's ability to acquire new motor skills.

Margill (2000, p. 38) corroborates this understanding when he announces "[...] The performance of motor skills involves the organization of the muscles of the body, which allows the person to skillfully achieve the intended goal, and this organization characterizes coordination."

In addition, regular practice is essential to improve motor skills already acquired. The practice of motor skills also contributes to the development of new skills, because the more practice the individual has, the greater his ability to learn new tasks and skills. Finally, adequate teaching is essential for the individual to be able to perform a motor task correctly. For this, it is necessary that the teacher is able to provide clear and precise instructions for learning to be effective.

In fact, the practice of badminton emerges as an excellent means for motor learning, as it is an activity that requires body control and coordination, as well as strength, endurance, speed and agility.

Badminton is a game that requires good motor skills, since once the player cannot control the racket properly to perform the movements necessary for the game, he will not be able to succeed. For this reason, the practice of badminton promotes the learning of motor skills, such as balance, strength, postural control, speed and agility.

Naturally, badminton helps in the development of muscular endurance and motor coordination. By practicing badminton, the player improves his endurance as the game requires a lot of effort. He also develops motor coordination, as he needs to control the racket to hit the shuttlecock and dodge his opponent. In this aspect, the practice of badminton is a great way to improve motor performance and develop motor skills.

DEVELOPMENT AND EVALUATION OF MOTOR COORDINATION

Motor development is characterized by the acquisition of a wide spectrum of motor skills, which allows the child to control his body in different postures (static and dynamic), to move around the environment in various ways (walking, running, jumping, etc.) and to manipulate various objects and instruments (receiving a ball, throwing, kicking, writing, etc.) (SANTOS, et al, 2004).

These basic skills direct the learner to carry out day-to-day activities and constitute the path to improvement for more complex skills; In this process of acquisition and refinement of motor skills, the main goal is the practice of coordinated and controlled actions. While the movements of learners are initially characterized by inconsistent and imprecise actions, with practice and experience, motor patterns are refined and show greater coordination and control in skillful behaviors. The movements of skilled individuals are characterized by a fluent quality that suggests more efficient control and smooth coordination of joints and muscles (SCHMIDT; WRISBERG, 2010, p. 208).

The final consequence of the process of movement coordination is the transformation of the motor system into a controllable unit, in the interaction of the organism with the environment and the task, while control becomes the parameterization of the motor system (COSTA and VIEIRA, 2000).

The development of coordinated motor patterns is acquired throughout the experience, with the indicators involved in the attention process being improved in the detection of stimuli and response to environmental demand, the amount of energy required for movement decreased, and the achievement of more efficient muscle activity. What stands out most in coordination is the sequence of automated movements so that they are executed without the individual having to 'pay attention' to their performance. The motor patterns, which were originally independent, are linked and associated, forming compound movements, much more complex than the original ones (NEIRA, 2003, p.126).

Thus, coordination presupposes the organization and mastery of relatively complex behaviors that involve movements of different body segments.

In short, motor development is characterized by an acquisition of a broad spectrum of motor skills that allow the child to control his body and move around the environment. These skills are acquired throughout experience and honed through practice, with the goal of developing coordinated motor patterns. These motor patterns allow for complex, automated, and efficient movements.

LEARNING THROUGH MOVEMENT

We realize that education to sports must be based on the plasticity of adaptation, and this involves both the technical part and the part of the coach/teacher who needs to deal with changes and the new social context. It is important for coaches to maintain emotional control and balance in human relationships so that sports activities can be developed in a productive and healthy way.

It is necessary for coaches to adapt to the new contexts and try to maintain a good relationship with the athletes, so that there is a good climate of trust and motivation. In addition, it is important for coaches/teachers to be open to changes and new technologies so that they can take advantage of their features and optimize the performance of their students/athletes.

[...] Each society, according to the education it defines to the individual, imposes a certain use of his body. The cultural impregnation that influences their tastes, their motivations, even against the will of the individual, make certain tendencies stand out, even over some myths. The fundamental educational value of competition, praised by the vast majority of contemporary societies, represents one of these myths. (CLEUZIOU, 1983, p.42).

Likewise, we consider Psychokinetics as a fundamental element in the structuring of knowledge of movement⁴. While *Psychokinetics* has its action focused on bodily activities, in general on human movement, its objective will be fulfilled to the extent that the motor act in this perspective is not configured as an isolated process, but as a significant action for the human being as a whole in relation to his surroundings. (SILVA, C. G. DE L. S.; ANDRIEU, B.; NÓBREGA, T. P. DA, 2018. p.1045).

In Psychokinetics, the educational objective is to favor human development, allowing man to situate and act in the world through knowledge and acceptance of himself; a better adjustment of conduct, developing autonomy and responsibility in the social sphere. Psychokinetics is based on a unitary conception of the person. In order for there to be a significant development of capacities and to make them usable in life, it is necessary to consider the person in his or her totality. (op cit.).

⁴ A theory whose central aspect prioritizes movement, seeking a global education of the human being, a perceptive education based on knowledge of the body. (LE BOULCH, 1983; 1983b; 2008).

Le Boulch (2008) considers that this understanding is based on a different possibility of approaching the body and human movement, not only through classical processes. Dissected, as a mere object, articulation, organs, bones, systems, in a fragmented way or from a single point of view, whether anatomical, physiological, psychological or social. This structure also considers them in its analysis, after all, in this structure in the understanding of this Theory, the organism is indecomposable, the organism, the gesture, the movement are involved in the construction of human complexity.

In Psychokinetics, we start from the expressiveness, the gestures of the body, from its various possibilities, as a manifestation of the body present in the world. The emotion, the affectivity, the expressiveness inherent to the body and to the human movement are part of the unity of the person, and thus it will consist in apprehending it as an immediate datum and in considering the body as a unity, as a 'primordial' totality (LE BOULCH, 1987, p.14).

Psychokinetics is a general theory of movement that leads to the enunciation of methodological principles that allow us to see its use as a means of formation [...] it uses human movement to educate. Several sciences [...], are interested [...] in this object of research. But for none [...] does the study of movement represent a central aspect (LE BOULCH, 1983, p.7; 1987, p.11).

Thus, the application of Psychokinetics in sports is a way to adjust to this new reality, so that significant human development can be achieved. Psychokinetics offers a set of methodological principles that allow the use of human movement as a means of formation, providing the coach/teacher and the learner with a broader perception of the body and its functionality and allowing the fundamental educational values, whether they come from recreation or competition, to be praised. In this way, the coach can contribute to the development of athletes, preparing them for social demands and helping them understand the role that sport plays in society.

Therefore, psychokinetics is a theory that aims to study human movement as a means of formation and education. It is based on methodological principles that aim to understand and explore human movement as a form of teaching.

In addition, the first step to understanding movement in an integrative way is to look at the body as a whole. It is important to understand that the body is not just a collection of parts, but a complex system that works together to execute movement. The next step is to

observe the movement holistically, considering not only the muscles involved, but also the posture, direction, and quality of the movement. Finally, it is necessary to consider the manifestation of the body's presence in the world, that is, how the movement relates to the needs, intentions and relationships of the individual. By analyzing movement in an integrative way, it is possible to better understand the nature and meanings of movement, as well as offer a more complete view of the body and life.

Undoubtedly, the movement lived is the result of a conscious experience of body and soul, which gives the movement its intentionality, its direction, its depth and its meaning. It is from this experience that an immediate movement can be transformed into a conscious movement, of connection with our inner self, to our universe of feelings and desires, which influence the direction and form of our movement. (LE BOULCH, 2008).

Thus, the movement lived takes the form of an organic and authentic expression of what we are, what we want and the way we want to move. This is what makes the movement experienced unique for each one of us, as it connects us to our deepest essence and helps us to fulfill our desires, that is, to provide experiences that are meaningful to the learning process.

ORGANIZATION AND STRUCTURING OF BADMINTON TEACHING

The conduct for the badminton training process aims to prepare the practitioner for the development of skills and competencies related to the sport. Training should be conducted in a way that provides the practitioner with the opportunity to explore the different aspects of the game, such as techniques, tactics, physical conditioning, in addition to bringing body awareness, self-confidence and motivation.

This training must be built in order to develop not only technical skills, but also social skills, such as teamwork, concentration, discipline, commitment and commitment. With proper training, the badminton practitioner will have the opportunity to experience the real meaning of participating and engaging in the practice of the sport.

Ausubel's theory highlights the importance of meaningful learning, which occurs when new knowledge is related to relevant concepts already existing in the learner's cognitive structure, in order to create a meaning for him, according to the author's understanding,

When meaningful learning is not effective, the learner uses mechanical learning, that is, memorizes the content, which is not meaningful to him, but is stored in isolation, and may even forget it later". (MOREIRA AND MASINI, 2006, p.08).

On the other hand, it is important to clarify that machine learning occurs when the new knowledge is not related to relevant concepts already existing in the learner's cognitive structure, so it is not meaningful to him. In this case, the learner can memorize the basic elements of badminton, but without understanding the meaning and relationship between the concepts. This form of learning is less lasting and can be easily forgotten;

Meaningful learning is a process by which new information relates to a relevant aspect of the individual's knowledge structure. That is, in this process, the new information interacts with a specific knowledge structure, which Ausubel defines as *subsuming*, existing in the structure of the individual. (MOREIRA and MASINI, 2006, p.17).

Therefore, it is suggested that, in order to avoid rote learning, it is important that teachers/technicians use strategies that contemplate significant learning opportunities, promoting the connection between the new knowledge and the previous knowledge of the learner.

However, Pontes Neto (2001, p.35) tells us that "[...] a certain degree of mechanicality should not be despised because also contents that cannot be substantively modified are necessary in everyday life", it should be clarified that the fundamental difference between meaningful learning and mechanics is durability.

In addition, Carraher states that: the learner, who learns by memorizing simply stores information in the short term, here we highlight the mechanical learning process of teaching badminton. In this sense, the learner who learns by thinking acquires an important instrument that will serve him throughout his life. (CARRAHER, 2008, p.32).

In this way, it is possible to ensure that the learner understands and retains the content in a lasting way, and not just mechanically reproduces what he has visualized and executed, this requires the learner to be actively involved in the learning process, making connections with his previous knowledge and reflecting on the implications of the new knowledge.

Finally, this proposal reinforces the importance of recognizing and valuing those who invest in the creation, expansion and application of knowledge and, mainly, in training to learn and teach Badminton, recognizing its limitations, its audience, as well as its context, it is on the basis that the appreciation of sport as an instrument of social transformation is built.

This mapping is fundamental to regulate criteria in order to assign skills associated with the desired degree of evolution, one of the main difficulties encountered was that the classes were held only once a week, we consider that the ideal would be at least twice so that we could extract relevance from what was set as goals.

The next item will be presented a definition regarding the proposal on leveling and evolution attributed to badminton performed with children.

RESULTS

The results showed that the program for the examination of the different levels mentioned here, is based on knowledge and understanding of the different stages that make up the learning of badminton. There are several ways in which the level exam can be taken into account, namely: physical condition or restrictions of the student. The child is expected to gain deeper knowledge as he progresses in his learning according to the predetermined grades and specifications for each level of ability and competence, being examined in a progressively greater number of elements at each stage of knowledge construction for an increasingly higher standard of learning.

DESCRIPTION OF THE STEPS TAKEN

Skills to be Achieved

- **BEGINNER LEVEL I:** Experience activities that help to reach the mature stage of execution of the fundamental movements attributed to badminton; appropriation of body culture activities; different forms of harmonious coexistence among children through activities that favor cooperation, responsibility, independence and the creation of norms for working in small groups, developing psychomotor capacity; playfulness and learning; learning to learn;
- **BEGINNER LEVEL II:** Expand knowledge and participation in activities related to body culture; from the knowledge of bodily possibilities and limitations; be able to set some goals for yourself; participate in group activities, discussing and

creating rules, values and attitudes related to collaboration, independence, responsibility and respect for individual competencies and differences between genders;

- BEGINNER LEVEL III: Expand and improve the motor skills developed in the previous stages; stimulate the capacity for technical organization by knowing and diversifying the ways of carrying out activities, games and games; to know and develop the activities that are part of body culture;
- BEGINNER LEVEL IV: Facilitate the appropriation of knowledge; diversify motor experiences, improve the combination of fundamental motor skills; analyze and build norms, rules and values for the development of group and individual activities.

Competencies to be achieved

BEGINNER I

- Grace period - minimum of 04 months as a beginner I;
- Demonstrate basic badminton skills (holding the racket);
- Demonstrate understanding of motor coordination;
- Demonstrate understanding of their body dominance;
- Demonstrate the ability to throw and catch;
- Demonstrate 3 badminton moves.

BEGINNER II

- Grace period - minimum of 04 months as a beginner I;
- Demonstrate 2 front of court strokes (net);
- Demonstrate two types of displacements...;
- Demonstrate three strokes of free response...;
- Demonstrate basic reception position...;
- Demonstrate basic skills of coordination, movement, stability and balance;
- To demonstrate mastery of jumping with one foot, with two... and so on.
- Vocabulary.

BEGINNER III

- Grace period – minimum of 06 months as a beginner II;
- Demonstrate ways to pick up the racket;
- Demonstrate blows and displacements;

- Demonstrate blows on the head;
- Demonstrate front and back displacements of the court;
- Solve a displacement problem;
- Demonstrate chassé step...;
- Vocabulary: rules.

BEGINNER IV

- Grace period - minimum of 06 months as a beginner III;
- Demonstrate basic playing positions in singles and doubles;
- Demonstrate a sequence of blows;
- Demonstrate four tapping techniques;
- Demonstrate Backhand Serve and the possible returns of it;
- Demonstrate moving around the court with basic foot movements;
- Demonstrate three displacement techniques;
- Demonstrate two situations: game problems and resolution;
- Vocabulary;
- (include here the elements you deem necessary).

Executed Lesson Plan Template

Aula n° 1	Nível: Iniciante I	Dia:	Aulas na semana:		Duração da aula:
Cód.	Habilidades e competências	Objetos de conhecimento	Estratégias para o Ensino	Recursos Didáticos	Instrumentos e Critérios de Avaliação da aprendizagem
01 02	Construir uma imagem positiva de si, regras e valores de convivência; Conhecer e executar formas de expressões corporais.	Senso crítico e curiosidade; Criar sua própria sequência de movimentos em atividades de respostas livres, vivenciando pensamentos e sentimentos;	Roda de conversa, explicar o formato de funcionamento e organização das aulas e as regras de convivência; Atividades lúdicas, expressão corporal; avaliação diagnóstica.	Bolinhas de tênis, arcos Corda, balões e raquetes.	Avaliação processual e contínua, concebida como um processo contínuo focalizando no desenvolvimento do aluno, articulando aos objetivos e metas a serem atingidas em cada etapa.
04	Identificar diferentes formas do brincar e interação entre os pares	Desenvolver habilidade de modificar jogos e atividades para atender aos problemas surgidos; Jogos cooperativos e de integração.	Antes da aula ativa: Retomada dos conceitos de convivência de maneira contínua;	Educativos de formação motora ampla, estafetas.	Avaliação processual e contínua, concebida como um processo contínuo focalizando no desenvolvimento do aluno, articulando aos objetivos e metas a serem atingidas em cada etapa.
04	Ampliar as possibilidades de posturas, gestos e ritmos corporais.	Habilidades de Manipulação; Padrão Motor Inicial; Padrão Motor Elementar;	Retomada das atividades executadas anteriormente, jogos cooperativos (coordenação motora).	Arcos, bolas (individual), corda, executar movimentos coordenativos, Atividades em circuito motor, estafetas.	Avaliação processual e contínua, concebida como um processo contínuo focalizando no desenvolvimento do aluno, articulando aos objetivos e metas a serem atingidas em cada etapa.

Source: author

DISCUSSION

The proposed level model is initially based on four levels that represent the technical skills to be developed, such as the ability to make decisions, apply and execute tactics, among others, in addition to being able to monitor the child's development. Each level is defined by criteria that are evaluated and measured to measure the level of evolution of the practitioner, from the planning of the classes and execution, the plan was developed and aligned in four perspectives, as proposed by Dahaene (2022): 1 attention; 2- active involvement; 3- feedback; 4- Consolidation.

We worked with the children for a period of four months, and the classes took place in a space suitable for practice (school gymnasium with badminton court marking) lasting two hours a week and once a week, we managed to insert level I, where the children reached the minimum necessary to advance, To evaluate the children, a numerical scale was adopted to determine the level reached in each stage worked.

It was evident that only once a week with this audience weakens the process of effective learning, during classes, symbologies were used to favor the process of assimilation of children regarding the nomenclature of terms, for example we used the so-called "*tic*" to teach forehand movement and "*tac*" to teach backhand, and so other elements to favor learning, However, it was noticed that the children in the following week had difficulties remembering, which made it difficult for the children to evolve to the next levels, and we always resumed the previous stage learned, at the end of the classes, the children were always encouraged to give feedback in order to verify what they learned and what they liked most about the class.

CONCLUSION

The proposal of levels presented here should allow a projection of the future of sport by the sports evolution of the individual, from its initiation to the maintenance of the practice for an active life (sport for life), the model presented is not closed, it understands the real need of the child, it is important to be clear that adaptations can and should be made, as well as levels in agreement with the public, making teaching democratic and effective for what is intended.

In this way, this model of badminton levels intends to contribute to the democratization of sport, allowing everyone to evolve according to their potential, and not only those who have access to greater resources, this proposal aims not only to improve

the quality of children, but also those who work directly with training, it even aims to help develop a more comprehensive sports culture, with a greater focus on inclusion and grassroots training.

In addition to instigating the Brazilian community of this sport to rethink its development model in the country in terms of its sustainability. Sustainable here refers to the establishment and implementation of methods aimed at a basic training process that enables longevity in Badminton.

REFERENCES

1. Carraher, T. N. (Org.). (2008). *Aprender pensando: contribuições da Psicologia Cognitiva para a Educação*. Petrópolis, RJ: Vozes.
2. Cleuziou, J. P. (1983). Entretien avec Jean Le Boulch. *La Revue de Éducation Physique et Sport (EPS)*, (183), setembro/outubro.
3. Cole, M., & Cole, S. (2004). *O desenvolvimento da criança e do adolescente* (4ª ed.). Porto Alegre: Artmed.
4. Costa, P. H. L. da, & Vieira, M. F. (2000). Revisitando Bernstein: uma linguagem para o estudo da coordenação de movimentos. *Revista Brasileira de Biomecânica*, 1*(1), 55–61.
5. Dehaene, S. (2022). *É assim que aprendemos: por que o cérebro funciona melhor do que qualquer máquina (ainda...)*. São Paulo: Contexto.
6. Le Boulch, J. (2008). *O corpo na escola no século XXI: práticas corporais*. São Paulo: Phorte.
7. Le Boulch, J. (1987). *Educação psicomotora: a psicocinética na idade escolar* (2. ed.). Porto Alegre: Artes Médicas.
8. Magill, R. A. (2000). *Aprendizagem motora: conceitos e aplicações*. São Paulo: Editora Edgard Blücher Ltda.
9. Neira, M. G. (2003). *Educação física: desenvolvendo competências*. São Paulo: Phorte.
10. Moreira, M. A., & Masini, E. S. (2006). *Aprendizagem significativa: a teoria de aprendizagem de David Ausubel*. São Paulo: Editora Centauro.
11. Pellegrini, A. (1996). *Observing children in their natural worlds: a methodological primer*. New Jersey: Erlbaum.
12. Pontes Neto, J. A. da S. (2001). Sobre a aprendizagem significativa na escola. In E. J. S. Martins et al. (Eds.), *Diferentes faces da educação* (pp. 13–37). São Paulo: Arte & Ciência Villipress.
13. Powell, B., et al. (2017). Methods to improve the selection and tailoring of implementation strategies. *J Behav Health Serv Res*, 44*(2), 177–194. <https://pubmed.ncbi.nlm.nih.gov/26289563/> Acesso em: 15 de agosto de 2024.
14. Richardson, R. J., et al. (1999). *Pesquisa social: métodos e técnicas*. São Paulo: Atlas.
15. Rosa Neto, F. (2002). *Manual de avaliação motora*. Porto Alegre: Artmed.

16. Santos, S. dos, Dantas, L. E., & Oliveira, J. A. (2004). Desenvolvimento motor de crianças, de idosos e de pessoas com transtornos da coordenação. *Revista Paulista de Educação Física, 18*(especial), 33–44.
17. Schmidt, R. A., & Wrisberg, C. (2010). *Aprendizagem e performance motora: uma abordagem da aprendizagem baseada na situação*. Porto Alegre: Artmed.
18. Silva, C. G. de L., Andrieu, B., & Nóbrega, T. P. da. (2018). A psicocinética de Jean Le Boulch e o conhecimento do corpo na educação física. *Movimento, 24*(3), 1041–1054. <https://doi.org/10.22456/1982-8918.85386>. Acesso em: 11 maio. 2024.