RESEARCH ARTICLE
THE PRACTICE OF BADMINTON AND THE APPLICATION OF SPORTS

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ABSTRACT
The present work has as theoretical review, as focus the Badminton sport, being practiced in schools, as a sport being shown its sport practice in general. Badminton is a racquet sport, which instead of a ball, and using a shuttle that will be thrown, can be practiced by all people of different ages and sexes, in many ways assisting Physical Education students. The objective of this work is to train students to learn the rules and tactics, to disseminate Badminton practices in schools, stimulating all the quality of life benefits that sport provides, showing the conventional practice for a competition, seeking to propose a proposal of teaching learning of Badminton unrelated to the sporting culture of high competition. When referring to the methodological aspects, the scientific bases of data such as Scielo, Lilacs, Efdeportes and, also, theoretical references that deal with the subject were researched. From all the theoretical researches, it was easy to construct something that indicated that Badminton, having a pedagogical proposal of a little known sport, where the progress, the knowledge and the practice of the sport, through the guidance of the Physical Education teachers with the development of learning and the evolution of sport. 

Key words: Badminton, Physical Education, Sports.

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INTRODUCTION

A sports initiation that contemplates all the human complexity, understands it as the period in which the child initiates the regular and oriented practice of one or more sports modalities, and the immediate objective is to give continuity to its development of integral form, not implying in competitions (SANTANA, 2005). According to Balbino (apud MOREIRA, 2003), the training process for children and young people, when carried out and conducted in an appropriate way, can bring benefits through initiation and sports training practices, with sport being essentially educational. For this reason, sport can be characterized as a heterogeneous phenomenon in the process of constitution, which presents, in a historical perspective, continuity and transformations that affirm it as an object susceptible of interpretation in the light of different glances (MARCHI JR., 2002). Souza Junior and Darido (2003) and Altmann, Ayoub and Amaral (2011), point out that one of the great challenges faced by Physical Education teachers in their practice is attributed to the adoption of an appropriate posture for working with mixed classes. Separating girls and boys during activities and differentiating activities according to sex are strategies adopted by many teachers to deal with conflicts, and in addition, there is still an incorporation of this by the students. Therefore, simply bringing boys and girls together is no guarantee of a review of existing prejudices and discrimination in our society.

In this sense, Badminton was the element used to guarantee the pedagogical principles of content diversification and the possibility of offering equal opportunities for girls and boys to participate in Physical Education classes (SOUZA JUNIOR, DARIDO, 2003; ALTMANN, AYOUB, AMARAL, 2011). Badminton is an Olympic racket sport since the 1992 Olympic Games. It is very popular in Asia and Northern Europe, which determines a large number of practitioners. Practiced on indoor courts, it is a sport of minimal physical contact, without restrictions of physical types for its practice and that allows easy social interaction (BASTIANINI, 2007). According to Gonçalves et al. (2012), Badminton is practiced singly or in doubles, in women's, men's and mixed suits. The number of practitioners in Brazil and in the world has increased significantly. It is considered by many to be the fastest racquet sport in the world. It emerged in India, where it was called Poona, in which soldiers of the English army became interested and brought the novelty to England in 1870. The present name was adopted in that period because of the name of the place where it was practiced by English aristocrats Badminton House, the country residence of the Duke of Beaufort in England. From then on it came to be known as "the Badminton game". The game continued to be practiced with the rules brought from India until 1887, when a group of players decided to found a club and to adjust the rules that remain until today. The prosperity, as well as a necessary tool for managers who seek international success in sports, contributes to reinforce the expression of national sports systems (MARQUES, 2006; PILATTI & VLASTUIN, 2005).
The size of the Badminton market is believed to be due to the fact that organizations do not use prospecting in sport. It is considered an organization as a social unit classified into two major groups: those that exist as a function of physical activity, sports and leisure - training centers and schools, academies, exclusively sports clubs and associations, consultancies and consultancies, leagues, federations and confederations, foundations, institutions and committees, among others - and those that have sectors related to physical activity, sports and leisure - prefectures, state / federal governments, social clubs, representative bodies of workers, hotels, academies, malls, etc. (REZENDE, 2000).

The sport of easy learning, and claims to develop reasoning, strategy, sports performance, develops psychomotor skills, such as motor coordination, laterality, spatial and temporal structuring, among other abilities. It allows the subject to develop physical, cognitive, affective and social capacities, making the body an instrument of perception of the external and internal reality before the realization of its movements (GONÇALVES et al., 2012). Badminton is a sport of minimal physical contact, with no restrictions of physical types for its practice and that allows easy social interaction (HRECZUCK et al., 2011). According to Jabois (2014) who developed a pedagogical experience with Badminton at a public school in Itanhaém (SP), aiming at expanding the motor repertoire. For that, it was based on the practical experience of games available in various forms and formats, with the purpose of building sports in the school community. The World Badminton Federation (BWF) cites that sport is accessible to all and should be encouraged as it is safe and low impact; can be practiced by boys and girls, together or separately, people with disabilities can play, helps in the development of fundamental motor skills, as well as in cognitive, affective and social development (BWF, 2013).

**Literature Revision**

Badminton is a racquet sport with a peteca that resembles volleyball and field tennis, however it contains rules that attribute singular characteristics such as the dimensions of the court (16.40m by 6.10m) and its forms of dispute: singles, doubles and doubles. Its main objective consists in the action of putting the shuttle in the ground of the opponent's court, making it pass over the net and, avoiding that the opponent does the same. Its occurrence occurs preferentially in sportive gyms where the absence of wind is a fundamental aspect for the official competitions, however this factor does not prevent its realization in an amateur way in courtyards, squares, schools among other open spaces with the presence of wind (FONSECA, SILVA, 2012). Sport, then, was modified by the English in many of its aspects. Because they did not understand the rules very well, they created practically another sport. This all happened on a private estate called "Badminton House" (named after the Duke of Beaufort's country house). It was a rainy afternoon and one of the military offered the others a game, using tennis rackets in one of the rooms of the castle. The balls, that is, what is conventionally called "ball", were the bubbles of the champagne bottles with inland feathers. Thus, the sport emerged indoors, with elements of tennis and "poona" (DUARTE, 2000; DUARTE, 2003). Segudo Peluso (2005), Badminton is a sport that can be explored in schools with the purpose of increasing the Brazilian sports practice, being a sport that can provide some physical and cognitive skills, also considering that the introduction of the same in the middle school can bring practice and knowledge of the sport in mass, being that in adolescents who are willing to contact with new sports. It is a highly sociable activity and easy assimilation, people soon after being introduced to the game can practice it successfully (ARAÚJO, 2012). The teachers promoted the analysis of the occurrence of situations of prejudice and discussed the practice of badminton, as a sport of resistance to the construction of differences. The didactic actions provided opportunities for cross-border crossings in school daily life, allowing students to take positions different from those identified at the beginning of the project (Gomes, Corso, Ribeiro Neto, 2012). Favero (2004) points out that the lack of sports modalities and activities in which students can develop and improve their psychomotor skills in schools are of little relevance to the teachers working in the public network, leaving them aside, together skills that will be used even in school.

The Badminton game has a high energy expenditure, since a match can last one hour (79 minutes long and 36 minutes average, from the single matches at the Beijing 2008 Olympic Games with rallies that have reached 105 seconds (largest single-stop rally in the same Olympics) (ABREU, 2009). Badminton is an old game, practiced in many places of the world, but little known in Brazil. It can be a sport of income, recreation and / or leisure. It is an Olympic modality since the year 1992 (NOGUEIRA, 2005). In Brazil, the number of people who do not know the sport is still large, but it is believed that after the 2016 Olympics in Rio de Janeiro, it will become a little better known. Some authors mention that the factors that limit their popularity in the country are: the lack of greater space offer and the small number of professionals trained in Badminton education; lack of teaching material in Portuguese language, as well as little approach to the modality in the curricula of the Faculties of Physical Education, both in the conventional and adapted versions (ALVAREZ, STUCCHI, 2008; FONSECA, SILVA, 2012). It is an interval activity with high intensity movements that are repeated for a long period of time. The total time of a two-set game can range from twenty to fifty minutes, but can run up to three sets and can last from seventy to seventy-five minutes. (CABELLO et al., 2004). For Cezar (2007, p. 42), "the game constitutes an important source of information about the subjects' thinking, observed in gestures, words, hypotheses, formulated and how they face obstacles and difficulties." Badminton provides a range of opportunities for the subject to construct their knowledge as a gradual process.

Badminton is considered a high-intensity sport, intermittent and with high physiological demands, and should take into consideration the physical variables: strength, power, muscular endurance, flexibility, agility, speed and coordination combined with aerobic resistance and also composition (LIESHOUT, 2002). According to Omoregaaard (2000), a Badminton athlete considered to be explosive will be able to jump high, be fast and have great mobility on the court. Currently, Badminton is an Olympic sport and one of the most practiced sports in the world, but little known in Brazil, being therefore an opportunity for students to know a different modality. In addition, sport brings integration among the people of the community and brings with it lessons that go beyond the limits of the place of practice, contributing to the formation of ethical, disciplined and committed citizens, allowing a socialization, besides the improvement in the quality of life directly related to the practice of physical activity and to healthy life habits (LETININ, 2005). "What can not happen in Badminton is to let the training stand out over
reflection, because the training of 'planned' practical actions
prevents the appropriation of spontaneous actions, or any other
type of action, through the process of reflection. Therefore, in
the Badminton game, what we observed was the training of
planned actions, to be performed during the match, and not
spontaneous as a way to stimulate the subject's thinking and his
physical and motor abilities (Becker 2003: 71).

In sports, the perception is tied to the possibilities of the games
and the variations of the plays. The reduction of information
and the accuracy of perception for the effectiveness of this
ability. In the first case, it is suggested that selective attention
mechanisms be developed so that external information does
not influence the game. Considering Badminton, the player
must be alert to his opponent and his movements and not to the
fans. These movements, therefore, must be analyzed in a
precise way, which is only possible through the experience of
experiences. Knowledge of different tactics, techniques and
game patterns makes the athlete less susceptible to
unpredictability during the game (SAMULSKKI, 2002). For
Lourenço Junior (2011), he sought to identify if high-level
Badminton players present better neuromuscular performance
indices when performing a targeting task when compared to
lower level athletes. At the end of the research they identified
that high level athletes react more quickly to a visual
stimulation. According to Special Olympics (2018) to compose
a Badminton training session it is necessary to think of three
points, they are: pre-session, session and post-session. The
activities that make up the pre-session, in the present study,
comprised their planning. The session involves what activities
are applied. And the post-session, the analysis of what was
done. A range of adaptations for games and sports highlight
the importance of increasing or decreasing the size as well as
the weight of the equipment used to teach some task. For
example, the authors report the use of rackets of different sizes
to enhance learning (Lieberman, Ponchillia, Ponchillia, 2013).
Badminton is a mode in which the athlete, in several situations,
needs to respond as quickly as possible to a visual stimulus.
Tests have recorded high speeds of flight of the shuttle during
the matches, challenging the players to make movements in
fractions of a second (JAITNER, GAWIN, 2010).

Badminton by its characteristics can be practiced as a simple
recreational game or as a competitive sport of great physical
exigency. Therefore, we can also frame it in the educational
field. It is a racket sport easily adaptable to schools because it
requires a small space. There are four Badminton courts on a
basketball court, where 16 students can attend at the same time
(HERNANDEZ, 2009). Other studies from the University of
South Carolina break the learning difficulties of Badminton
sports for young athletes in development (WANG, 2004).
According to Godoy-Izquierdo, Vezet and Prada (2007), as
important as this could be the problem, that in later studies in 4
players of Badminton and table tennis 4, low level of mastery
of some relevant psychological skills in sport, such as the
activation control anxiety was observed, also stressed control
of low ability to respond to successes and failures,
motivational techniques, or relationship with other teammates
and coach. For Fernandes (2008), the Badminton is
characterized by the dynamics of the game, always requiring
the player a suitability of the body and its rapid displacement
in response to the actions of the opponent. These decision-
making takes place on the pressure to execute the movement in
a suitable way so that the point is reached, in addition to being
an auto space of time, requiring of the individual,
concentration, perception of the game, attention and good
reaction speed. The visual perception of a Badminton player is
paramount. The athlete who has the best perception of his
opponent will be easier to fill the court of his opponent having
ease of completion of the point. With the completion of the
point, the athlete will have a few seconds to recover and make
a new sequence. To cope with the new sequences, it is
necessary to train the players' physical abilities (MANRIQUE,
2012). In order to obtain an improvement in the performance
of the athletes it is important to identify the specificity of the
game, in this sense many studies have been conducted with the
purpose of identifying the main physical parameters specific to
the sport (SINGH, RAZA, MOHAMMAD, 2011).

Although good performance is defined by the predominance of
only one physical component, but by the interaction of all these,
simultaneously to the psychological and technical
aspects (FERNANDEZ-FERNANDEZ et al., 2009). In
Badminton, tactics are considered to be fundamental because,
given that the technical possibilities are very high, they can
lead to a multitude of tactical situations. On the other hand, at
high levels, the high speed of the game requires an
understanding of the game and a suitable reaction to the
presented stimuli (Cabello, 2000). Badminton requires some
physical abilities for good court performance. Therefore, the
objective is to evaluate the physical abilities of Badminton
players and the specific objectives such as: assessment,
flexibility, agility, power, strength and aerobic capacity
(ABREU, 2009). Incorrect or inappropriate reach of the
contact point interferes negatively with the result of the batting
action. Thus, the performance of Badminton athletes of
different levels can also be characterized by how accurately
they are in reaching the target (shuttlecock) (SAKURAI,
OHTSUKI, 2000). The need to maintain concentration during
table tennis matches in Badminton also requires the
preparation of athletes so that even in different game situations
they can remain concentrated at decisive moments (VILANI et
al., 2002). The training period was aimed at evaluating the
changes in cognitive abilities before a systematic training of
Badminton. In general, we can say that in all the cognitive
abilities evaluated, the experimental group presented positive
changes, with the exception of the mechanical reasoning, being
that the majority of the changes were statistically significant.
This can be explained by the fact that Badminton practice
favors the strengthening of the cognitive abilities in question
(ANTUNES et al., 2006). With the idea of deepening specific
issues of psychological demands of learning Badminton, 30
university students participated in an investigation, divided
into three groups of 10 students who developed different
methods of Badminton teaching (strategy-oriented, traditional
group and a control). The results after eight classes for a
consecutive month, indicating that the group-oriented strategy
was able to improve their Badminton knowledge, understanding
the game and the ability to serve as a
strategically appropriate form; while the traditional group
improved its capacity to serve, without following a particular
strategy or tactic (BLANGUIST, LUHTAMEN, 2008).

However, sufficient fieldwork is not done to analyze how
different players face physiological and competitive stress or
change situations, although previous studies have shown the
relationship between high-pitched Badminton and stress-joint
affections (due to the repeated impacts that occur during
jumps and changes of direction, which are transmitted
throughout the musculoskeletal chain (BOYD, BATT, 2007).
The most decisive conclusion is that the psychological and physiological variables of the Badminton player, calls for a study of the sport activity, in order to analyze the physiological changes existing between the current competition and those developed in previous years; therefore, to initiate projects to study the psychophysiological response of Badminton players (JIMENEZ, VIDERA, 2010). According to Strapasson (2014), the sport offers six categories, including two for people who use wheelchairs (injuries); and four classes for people who do not need the use of wheelchairs, for normal people, amputees, dwarfism. It is a modality that has become adapted and that is on the rise in Brazil and in the world. (DUARTE, PEREIRA, 2014). "The basic rules of the sport are the same as those of the conventional Badminton, ruled by the World Badminton Federation (BWF), presenting some adaptations to meet the physically handicapped population" (STRAPASSON, DUARTE, PEREIRA, 2014, p. The conventional Badminton access for people with disabilities, and aimed to build / adapt teaching strategies and teaching resources used to teach Badminton to children with intellectual disabilities (OLIVEIRA, FAUSTINO, SEABRA JR., 2013).

**History of the Action**

**The Badminton:** It was in India that the Badminton was born, with the name of Poona. English officials on duty in this country liked the game and took it to Europe. The "Poona" became Badminton when, in the 1870s, a new version of the sport was played on the property of Badminton, belonging to the Duke of Beaufort's in Gloucestershire, England. There is no concrete date from which year the sport was brought to Brazil, however, it is known that badminton was practiced in the country as an amateur sport from the 1970s. It became an official modality only in 1984, when was held in São Paulo, the first competition. The following year, Brazil won the South American Championship in Argentina. The Brazilian Badminton Confederation was founded in 1993 and is located in the city of Campinas, in the State of São Paulo. The sport through Badminton represents the change of the approaches of the past times to the present day in which the benefits of the sport are in socialization and inclusion. In addition to psychomotor stimuli, what we need to focus on in Physical Education classes are the affective aspects in which students share moments of respect and solidarity. By offering the Badminton Physical Education School gives its students the opportunity to practice the sport with its physical and social benefits and mainly to know a sport of oriental tradition and with a history of its own. Treating sport as an important means of socializing within the school and with a critical eye is quite necessary.

**Justification:** The goal of developing Badminton School is to expand students' body culture and to work on different knowledge, movements and skills in Physical Education classes with this non traditional sport of Brazilian culture. Badminton is inexpensive for beginners, highly attractive to children and gives physical fitness to those who practice by providing the development of basic motor skills (fundamental and combined movements). It develops spatial organization, ocuomotor coordination, viso-motor coordination, laterality, balance, fine and coarse coordination and rhythm, in addition to enhancing the development of motor capacity such as strength, aerobic endurance, speed, flexibility and coordination.

According to Gonçalves (2012) Badminton is a sport for all ages and is inclusive because it can be played between boys and girls, young and old and even between people of different social classes. For children, specifically, Badminton improves concentration, speed of thinking and helps those with hyperactivity to have more calm and attention.

**Objective**

This work aims to encourage the practice of Badminton as a possibility to work the sport within the classes of Physical Education School, from a systematization that I was building in partnership with the students.

**The Badminton:** In elementary school my pedagogical practice followed the planning with pre-sports games and then introduced the games with rules adapting them to the physical space and mainly to the context of the student. Futsal, basketball, handball and volleyball are the sports of knowledge of the student and, consequently, those most practiced in Physical School Education. I decided to work with Badminton for self-interest, since I started practicing in the leisure hours and when I realized the opportunity to implement this Olympic modality in the classes and I share effectively with my students in this teaching-learning process. This exchange of experiences is as rich for them as it is for me. Some students already know the sport, because in the community some projects have already been developed with Badminton a few years ago. The high school today is the segment that I intend to play and the planning follows with the practice of Badminton. The students are very interested. Try to promote the practice of Badminton in the Physical Education class itself or in moments of leisure only within the school. At the beginning of the teaching-learning process will be introducing the game itself without the concern of presenting the fundamentals and rules, as the school's Badminton develops into a collective construction project. During practice students begin to arouse interest in knowing the tools of the game, the fundamentals and the basic rules logically with the necessary adaptations for building the School Badminton within a context of its own. We use the indoor court and the outdoor patio to set up the playing fields and these spaces are used both in Physical Education classes and also at open hours. They played girls and boys of all ages. It is a game that adapts to small spaces, both outdoors and indoors. Some learn fast while others have difficulties, but the learning period is relatively short. The assessment of the teaching-learning process in the classroom approximates the author's opinion and, as in the humanist proposal, the evaluation must consider the observation, analysis and conceptualization of elements that make up the totality of human conduct, that is, the evaluation must be focused on the acquisition of knowledge, ability and attitude of students. Luckesi (2000), with great brilliance, stated that the greatest difficulty of the pedagogical process is not to evaluate the student, but to implement a good teaching, welcoming, nurturing and sustaining the learner, without punishment or punishment, in order to include the inclusion of all the students, in a true act of love.

**RESULTS**

Of the various school contents, the game can be considered of easy application, therefore; it is not strange to the child, since most have had experiences with games and games; does not require sophisticated material or space; they vary in
complexity of rules, that is, since small it is possible to be played with few rules or to arrive at games with rules of very high level of complexity; can be practiced in any age group and by both sexes at the same time; are often fun and enjoyable for their participants; and the game is learned by the global method, unlike the sport that is usually learned / taught by parties (DARIDO and RANGEL, 2005). The new researches with the theme are developed with the purpose of improving the teaching program. For that, a research with control group and experimental could be carried out. The control group would go through the Badminton initial program, and the experimental group through the program that would use differentiated strategies and resources. Research that addresses other racket sports for public target students of education is also of paramount importance, since these sports require concentration, anticipation of movement, and thus end up developing in an integral way the motor skills, fundamental for the individual in an active and independent way with the world (SCHOEFFEL, FURLANETO, RODRIGUES, 2012). By deploying the school's Badminton game everyone is committed to building space, developing rules and conserving material. The classroom routine is adhered to and everyone requests to practice the school's Badminton.

The best contribution to learning the Badminton techniques and rules would be to help the student and teachers, in the use of the sport, the adequacy of coping strategies for each moment they are learning and participation with other students. Some papers provided an interesting way of studying how coping can influence results and performance in racket sports (ALVERO, BARRERA, MESA, CABELLO, 2009). When offering the game in the assembled space; the students and teachers organize themselves so that everyone participates in the practice. During these moments the teacher guides, according to the difficulties of the practitioners, the best way to adapt to the game. Some students adapt more easily, while others have more difficulties. The role of the teacher is to stimulate the persistence in learning and even to participate effectively, helping the students in the practice itself. Of course, despite the ease of application, we can not leave aside the goals that we intend to achieve with the games. Therefore, while we provide students with the pleasure to play, we have educational objectives, trying to ensure the learning of content also in the conceptual and attitudinal dimensions. The purpose is to emphasize the importance of this work to the benefits of Badminton offers and achieves with the new studies to enhance learning, and thus enhance the importance of sports practice, and that Badminton can be practiced by all people of society in general.

Conclusion

From all theoretical research, it was possible to conclude that Badminton can be used as a pedagogical proposal in Physical Education classes, even though it is a little known and practiced sport in Brazil. It is important to emphasize that previous knowledge of the modality by the teacher is fundamental importance for the success of Badminton in the school environment.

REFERENCES


