



RESEARCH ARTICLE

THE PRACTICE OF BADMINTON AND THE APPLICATION OF SPORTS

***Carla Michele Pazeto Ochiai and Carlos Alberto Kelencz**

Centro Universitário Ítalo Brasileiro – Uniitalo – São Paulo – Brasil

Received 14th September, 2018; Accepted 17th October, 2018; Published 30th November, 2018

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, Efdportes 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.

Copyright © 2018, Carla Michele Pazeto Ochiai and Carlos Alberto Kelencz. This is an open access article distributed under the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Citation: Carla Michele Pazeto Ochiai and Carlos Alberto Kelencz, 2018. "The practice of badminton and the application of sports" *International Journal of Current Research in Life Sciences*, 7, (11), 2834-2839.

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 racket 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).

*Corresponding author: Carla Michele Pazeto Ochiai
Centro Universitário Ítalo Brasileiro – Uniitalo – São Paulo – Brasil

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 reduced 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 inlaid feathers. Thus, the sport emerged indoors, with elements of tennis and "poona" (DUARTE, 2000; DUARTE, 2003). Segundo 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 Omoregaard (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 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, Vetez 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 accurate 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, oculomotor 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

ABREU, M. A. V. de. Comparativo entre o "Everhead" e o "Backhand Alto" no Badminton, em Jovens Jogadores.

- Universidade Federal do Rio Grande do Sul, Porto Alegre/RS, 2009.
- ALTMANN, H.; AYOUB, E.; AMARAL, S. C. F. Gênero na Prática Docente em Educação Física: Meninas Não Gostam de Suar, Meninos São Habilidosos ao Jogar? Revista Estudos Feministas. (UFSC. Impreso), v. 19, p. 491-501, 2011.
- ALVERO JUNIOR, C.; BARRERA, J.; MESA, A.; CABELLO, D. Correlação de Respostas Fisiológicas em Jogadores de Squash Durante a Competição. In: Science e Racket Sports IV. Routledge, Nova York, 2009.
- ANTUNES, H. K. M. *et al.* Exercício Físico e Função Cognitiva: Uma Revisão. Revista Brasileira de Medicina do Esporte. v. 12, n. 2, 2006.
- ARAÚJO, C. M. de. Estudo da Influência do Badminton Centrado na Tomada de Consciência sobre o Desenvolvimento Psicomotor de Jovens Praticantes. Dissertação (Mestrado em Educação) – Faculdade de Educação, Universidade Estadual de Maringá. Maringá/PR, 2012.
- BADMINTON WORLD FEDERATION (BWF). Shuttle Time. Volante em Juego. El Programa de Badminton Escolar de la BWF. Manual para el Professor. Malaysia: BWF, 2013.
- BASTIANINI, P.; FONSECA, K. Badminton – Introduzindo Um Novo Esporte no Brasil. Relatório Técnico, Badminton Federação Paranaense, Paraná, 2007.
- BECKER, F. A Origem do Conhecimento e Aprendizagem Escolar. Porto Alegre: Artmed, 2003.
- BLANGUIST, C.; LUHTAMEN, T. Comparação de Dois Tipos de Instruções em Badminton. Educação Física e Jornal de Esporte. p. 139-155, 2008.
- BOYD, K. T.; BATT, M. E. Fratura por Estresse da Epífise Proximal do Úmero em um Jogador Juvenil de Badminton de Elite. Revista Britânica de Medicina Esportiva. n. 31, p. 252-253, 2007.
- CABELLO, D. Análise das Características do Jogo na Competição de Badminton. Sua Aplicação ao Treinamento. Tese de Doutorado. Universidade de Granada. Granada, Espanha, 2000.
- CABELLO, D.; e colaboradores. Analysis Informatizado de Juego em Jugadores de Badminton de Elite Mundial. Computerized Analysis of Game in Tope-Class Badminton Players. Revista Cultura Ciência e Desporte. Murcia. v. 1, n. 1, p. 25-31, 2004.
- CEZAR, T. C. Pesquisa do Processo de Desenvolvimento Cognitivo: Relação com os Esportes. In: SESI – Serviço Social da Indústria (Org.). Departamento Regional do Paraná. Manual SESI Esporte. Curitiba/PR, 2007, p. 42.
- CONFEDERAÇÃO BRASILEIRA DE BADMINTON (Ed.). Badminton: Equipamentos. Disponível em: . Acesso em: 29 de Maio de 2018.
- DARIDO, S. C. Educação Física na Escola: Questões e reflexões. Rio de Janeiro: Guanabara Koogan, 2003.
- DARIDO, S. C.; RANGEL, I. C. A. Educação Física na Escola: Implicações para a prática pedagógica. Rio de Janeiro: Guanabara Koogan, 2005.
- DUARTE, O. Todos os Esportes do Mundo. São Paulo: Makron Brooks do Brasil, 1996.
- FÁVERO, M. T. M. Desenvolvimento Psicomotor e Aprendizagem da Escrita. Dissertação (Mestrado) – Universidade Estadual de Maringá, Maringá/PR, 2004.
- FERNANDES, R. J. C. A Dinâmica Decisiva no Badminton: O acoplamento Serviço – Recepção nos Atletas de Singulares Homens de Elite Mundial. Dissertação (Mestrado em Educação Física e Desporto) – Departamento de Educação e Desporto, Universidade de Madeira. Madeira, Portugal, 2008.
- FERNANDEZ-FERNANDEZ, J.; e colaboradores. A Comparison of the Activity Profile and Physiological Demands Between Advanced and Recreational Veteran Tennis Players. Journal of Strength and Conditioning Research. v. 23, p. 604-610, 2009.

- FONSECA, K. V. O.; SILVA, P. R. B. da. Badminton: Manual de Fundamentos e Exercícios. Curitiba: Editora Maristela Mitsuko Ono, 2012.
- GODOY-IZQUIEDRO, VÉLEZ & PRADAS. Nível de Domínio das Habilidades Psicológicas em Jovens Jogadores com Raquetes e Spade Players: Tênis de Mesa e Badminton. Caderno de Psicologia do Esporte. v. 7, n. 1, p. 46-59, 2007.
- GOMES, N. C.; CORSINO, L. N.; RIBEIRO NETO, F. J. O Badminton na Educação Física Escolar: Uma Experiência a partir da Categoria Gênero. Relato de Prática, 2012.
- GONÇALVES, R. *et al.* A Importância da Tomada de Consciência no Jogo Badminton. Revista FIEP Bulletin. v. 82, special edition, article I, 2012.
- GRUPO DE TRABALHO PEDAGÓGICO. Visão didática da Educação Física: Análises Críticas e Exemplos Práticos de Aulas. Rio de Janeiro: Ao Livro Técnico, 1991.
- História dos Esportes. 4ª ed. São Paulo: Editora SENAC/SP, 2003.
- História dos Esportes. São Paulo: Makron Brooks do Brasil, 2000.
- HÉRNANDEZ, J. L. Manual do Monitor de Badminton. Federação Espanhola de Badminton. Madri, 2009.
- HILDEBRANDT, R.; LAGING, R.. Concepções Abertas no Ensino da Educação Física. Rio de Janeiro: Ao Livro Técnico, 1986.
- HREZCZUCK, D. V. *et al.* Introduzindo um Novo Esporte no País do Futebol: A Visão de um Gestor. Revista Científica Joepf. v. 11, n. 2, ano 8, Curitiba: Korppus, 2011.
- JABOIS, D. P. "A Escola que Chuta Também Rebate". O Jogo de Badminton Como Prática Pedagógica nas Aulas de Educação Física Escolar. Relato de Prática, 2014.
- JAITNER, T.; GWAIN, W. A Mobile Measure Device for The Analysis of Highly Dynamic Movement Techniques. Procedia Eng. v. 2, p. 3005-10, 2010.
- JIMÉNEZ, M.; VIDERA, A. Estudo da Ansiedade Pré-Competitiva, Humor e sua Relação com o Burnout em Jogadores de Badminton da Liga Nacional de Clubes da Divisão de Honra. Revista E.F. Sports Digital. Buenos Aires, n. 15, p. 149, 2010.
- KUNZ, E. Transformação Didático-Pedagógica do Esporte. 5ª ed. Jjuí: Ed Unijuí, 2003.
- LETININ, C. Esporte Escolar: Razões e Significados. (Dissertação). Universidade Federal de Santa Catarina, Escola de Educação Física, Santa Catarina, 2005.
- LIEBERMAN, L.; PONCHILLIA, P. E.; PONCHILLIA, S. V. Physical Education and Sports for People with Visual Impairments and Deaf Blendness: Foundations and Instruction. New York: Afb Press, p. 396, 2013.
- LIESHOUT, K. A. V. Physiological Profile of Elite Junior Badminton Players in South África. Degree of Master of Sport Science at the Rand Afrikaans. University of Johannesburg. Johannesburg/South Africa, 2002.
- LOURENÇO JUNIOR, L. F. B. Influência do Nível de Desempenho de Jogadores de Badminton em Variáveis Neuromusculares Durante Uma Tarefa de Apontar um Alvo. Dissertação de Mestrado. Universidade Cruzeiro do Sul, São Paulo, 2011.
- LUCKESI, C. C. (Org.) Ludopedagogia. Ensaios 1: Educação e Ludicidade. Salvador: Gospel, 2000.
- MANRIQUE, D. C. Análises de Las Características del Juego en el Badminton. Su aplicación al Entretamiento. Departamento de Educación Física y Deportiva de La Universidad de Granada. Granada, España, 2000.
- MARCHI JUNIOR, W. Bordieu e A Teoria do Campo Esportivo. In: PRONI, M. W.; LUCENA, R. F. (Org.) Esporte: História e Sociedade. Campinas: Autores Associados, p. 77-111, 2002.
- MARQUES, A. Espetáculo Desportivo na Sociedade Globalizada. XI Congresso Ciências do Desporto e Educação Física dos Países da Língua Portuguesa. Revista Brasileira Educação Física e Esportes, São Paulo, v. 20, set. 2006.
- MOREIRA, S. M. Pedagogia do Esporte e do Karatê-dô: Considerações Acerca da Iniciação e da Especialização Esportiva Precoce. Dissertação (Mestrado em Educação Física) – Faculdade de Educação Física, Universidade Estadual de Campinas – UNICAMP – Campinas, 2003.
- NOGUEIRA, L. Badminton. In: COSTA, L. da. (Org.) Atlas do Esporte no Brasil. Atlas do Esporte, Educação Física e Atividades Físicas de Saúde e Lazer no Brasil. Rio de Janeiro: Shape, 2005.
- OLIVEIRA, A. A. B. de. Metodologias Emergentes no Ensino da Educação Física. Revista da Educação Física/UEM, Maringá, v.1, n. 8, p 21- 27, 1997. Disponível em: .Acesso em: 23 de Maio de 2018.
- OLIVEIRA, A. R. P.; FAUSTINO, P. F.; SEABRA JUNIOR, M. O. Adaptações de Estratégias e Recursos como Auxílio à Prática do Badminton às Crianças com Deficiência Intelectual. Revista Eletrônica Gestão & Saúde. Edição Especial. Julho, p. 600-611, 2013.
- OMOSEGAARD, B. Physical Training For Badminton. Malling Beck: Denmark, 2000.
- PELUSO, A. M. M. Physical Activity and Mental Health: The Association Between Exercise and Mood. Journal Sports Science. 2005.
- PILATTI, L. A.; VLASTUIN, J. Metodologia Para a Construção de Cenários Prospectivos para o Esporte. Revista Digital de Buenos Aires, ano 10, n. 85, 2005.
- REZENDE, J. R. Organização e Administração no Esporte. Rio de Janeiro: Sprint, 2000.
- SAKURAI, S.; OHTSUKI, T. Muscle Activity and Accuracy of Performance of the Smash Stroke in Badminton with Reference to Skell and Practice. Journal Sports Science. v. 18, p. 901-14, 2000.
- SAMULSKKI, D. Psicologia do Esporte. Manual para a Educação Física, Psicologia e Fisioterapia. Barueri/SP: Manole, 2002.
- SCHOEFFEL, P.; FURLANETO, O. A.; RODRIGUES, A. E. K. Badminton: A Inclusão de um Novo Esporte na Região do Alto Vale do Itajaí. Encontro de Extensão PROEX e UDESC, Lages/SC, 08 a 09 de novembro, 2012.
- SERVIÇO SOCIAL DA INDÚSTRIA. Badminton. In: SERVIÇO SOCIAL DA INDÚSTRIA (São Paulo). Tênis, Tênis de Mesa & Badminton. São Paulo: Sesi-SP Editora, 2012. p. 153-193.
- SINGH, J.; RAZA, S.; MOHAMMAD, A. Physical Characteristics and Level of Performance in Badminton: A Relationship Study. Journal of Education and Practice. v. 2, n. 5, 2011.
- SOARES, C. L. *et al.* Metodologia do Ensino da Educação Física. São Paulo: Cortez, 1992.
- SOUZA JUNIOR, O. M.; DARIDO, S. C. Influências da Cultura Escolar no Desenvolvimento de Propostas Co-educativo em Aulas de Educação Física. Revista Motriz. Rio Claro/SP, v. 9, n. , p. 143-151, set./dez., 2003.
- SPECIAL OLYMPICS. Disponível em: <http://www.specialolympics.com>. Acesso em: 25 de outubro de 2018.
- STRAPASSON, A. M.; DUARTE, E.; PEREIRA, L. S. O Parabadminton no Brasil: Um Esporte em Ascensão. Anais do IX Congresso Brasileiro de Atividade Motora Adaptada. Disponível em: <http://www.badminton.org.br/admin/upload/documentos/4f20e24812.pdf>. Acesso em: 25 de Outubro de 2018.
- VILANI, L. N. P.; e colaboradores. Atenção e Concentração no Tênis de Mesa: Síntese e Recomendações para o Treinamento. In: SILAMI-GARCIA, E.; LEMOS, K. L. M. (Org.) Temas Atuais VII: Educação Física e Esportes. Editora: Health. Belo Horizonte, p. 173-190, 2002.
- WANG. J. Tendências do Desenvolvimento do Jogo de Badminton ao Longo dos Níveis de Habilidades: Um Estudo Exploratório. Tese de Doutorado. Universidade da Carolina do Sul. Estados Unidos (EUA), 2004.