

## 123 - ATHLETICS IN SCHOOL PHYSICAL EDUCATION: OPPORTUNITIES AND CONDUCT ADOPTED BY THE TEACHERS OF BOA VISTA-RR

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### INTRODUCTORY NOTES

Brazilian Physical Education (PE) is constantly changing. Since the early 80's, any observer of this area can attest that in various states of the country there are nuclei engaged in the re-discussion core of issues ranging from the definition of the role of PE in society to issues related to the changes necessary for the effective practices on the court, in gyms and open fields (GHIRALDELLI JUNIOR, 2007).

It is understandable that these discussions are problem related as regards the methods, objectives and contents, as even today the practice of PE is seen as a complementary activity and relatively isolated in the school curriculum, with goals more often determined from the outside: pre-military training, eugenics, nationalism, preparation of athletes for sports performance, among others (BRACHT, 1999).

The association between sport and the media, especially television is progressive and rapidly changing the practice of team sports such as basketball, handball, volleyball and especially football, associating it with implements such as balls, coloured football boots and shirts, which can influence preference in schools.

There are other forms of movement also of paramount importance for the development of the student and often end up being relegated the background, like athletics. It is considered a classical sport and as a base for several other sports, easy to learn, as it can be taught in any adapted physical space and uses alternative materials (MATTHIESEN and FIORAVANTI, 2008). Teaching athletics should be part of the content of Physical Education in schools, but this does not happen, because teaching athletics in schools seems to be a "dramatic process" (KUNZ, p.23, 2006). In this sense, this study aimed to investigate the practices developed over the theme of athletics in the schools of basic education in the city of Boa Vista, Roraima.

The intention was to find answers to the following problematic questions:

- 1- Do teachers use the content of athletics in their classes?
- 2- Do they have difficulties in teaching such content?
- 3- What kinds of athletics do they teach?
- 4- What options are most appreciated by students and why?
- 5- With athletics as the content, what values do they believe can be transmitted in class?

### THE CONTENTS OF PHYSICAL EDUCATION IN BRAZILIAN SCHOOLS: A PROBLEMATIC CONCEPT

Since the beginning of humanity, the practice of PE has been part of the lives of humans, through competitions held between distinct peoples, and constitutes the most basic and natural body movements. This occurred with the most distinct civilizations; Moraes (2009), states that more than 5,000 years ago in China and Japan, exercise had hygienic and therapeutic purposes, although its priority was the preparation for war. At the same time, exercise in India was related to spiritual matters, strongly influenced by Buddhism. In Egypt, wall paintings depicted gymnastic exercises related to flexibility, balance, endurance and strength. And in Greece and Rome the practice of physical exercise was directed at the question of war.

In Brazil, physical education became a part of the school curriculum in 1873, when Captain Ataliba proposed "basic gymnastics" for male students, initiating them in military arts. Given the precariousness of schools at the time, the inability to acquire specific implements to practice and the lack of teachers, they could not develop Ataliba's proposal, so the system created by Dr. Barbetts was adopted. This new system proposed that both sexes should practice physical education in schools, and have no need for specific equipment or trained teachers (BRACHT, 2007).

Currently, Bracht (1999) sees a number of problems that prevent PE from becoming something concrete in schools: The division of classes by gender, the methodologies used by teachers, the precariousness of schools and as a result of the lack of equipment needed for classes. Arguments show that these questions had grounds due to the strong military and hygienist influence on PE, and adds that:

... the birth of PE occurred on the one hand to carry out the function of supporting healthy and docile bodies, or rather as aesthetic education (sensitivity) to allow an adequate adaptation to the productive process or a nationalist perspective, and the other, legitimized by medical and scientific knowledge of the body which indicated possibilities, the need for and benefits of such intervention on the body (1999, p.73).

The practice of PE appears to be based on concerns for the body, as in the nineteenth century, since this practice was possibly related to the question of military training, when combined with physical fitness and sports activities performance, without any discussion on application of these activities in schools and their specific characteristics.

In 1970 and 1980, a challenge in the academic area arose, regarding the content taught by teachers because Brazil did not become an Olympic power, nor did the health indices of the population improve.

Bracht (1999) notes that several of these groups of teachers sought Postgraduate courses both abroad and in Brazil, which resulted in a strong influence of humanities, in particular sociology and philosophy, which had a Marxist trend.

With this influence various pedagogical suggestions arose in physical education administered in recent decades as alternatives to pedagogic practices, including: Developmentalist, Psychomotricity, Renewed Health, Critical- Overcoming, Critical-Emancipatory, Systemic, Constructivist-Interactionist and others.

In contrast, in the 1990s Moraes (2009), states that sport was seen as a means of promoting health accessible to all, expressed in three forms: sports education, sports participation and sports performance. The first is the one practised in schools, with content and objectives eminently educational. Sport participation is that which can be practiced in clubs, hotels, parks, forests, among other places where their purpose is to provide social welfare to its practitioners. Sport performance is practiced in sports associations for the sole purpose of participating in competitions.

Regarding the content of athletics in schools, Hildebrandt (2003), argues that depending on the methodology applied, it may be the most responsible for developing the personality of children and such motor skills as walking, running, jumping and throwing. However he adds that this content has been little used in physical education classes, where greater emphasis is given to games and team sports, especially in elementary and secondary education.

Marques and Iora (2009) add that athletics at school presents a number of difficulties, especially when related to implementation techniques, which can discourage students from practicing, and may require special equipment and spaces.

In the state of Roraima, as to the content and teaching methods related to the theme of athletics, data from Carvalho, Miliano and Bomfim (2009) show that 92.86% of trained PE teachers said they used physical athletics in their classes, even if just in the form of games. The most widely appreciated by students are short races, mainly relay and long jump. The least appreciated include shot-put and high jump. Data demonstrated that even with a wide acceptance by students, collective values such as cooperation, understanding the possibilities and limitations of others and not exaggerating competition are still poorly addressed in physical education classes in the group studied, as they still adopt a paradigm based on performance and the discovery of talent.

**METHODOLOGICAL INDICATIONS AND DECISIONS**

Thirty (30) teachers of both sexes participated in the study, aged 20 to 50 years ( $X = 30.03 \pm 8.57$  years), all volunteers. The subjects were teachers of Basic Education of the state and municipal schools, based in the metropolitan area of Boa Vista. We conducted separate interviews with closed questions and open answers. Each interview lasted an average of 20 (twenty) minutes and to support the data found Content Analysis (BARDIN, 1977) was used to categorize the results.

Regarding the selection of subjects, Turato (2003, p. 356), says that "deliberate sampling is to qualitative research as random sampling is to quantitative research".

The invitation by the researcher and the consequent agreement and signing of a Declaration of Compliance were the criteria for inclusion, corresponding to Turato (op. cit, p. 358) as the group's "agreement to participate", which is defined by the interviewee being "in concordance with the clauses of the terms of consent for participation in research.

Highlighting the number of respondents, Turato (op cit., p. 375) emphasizes that:

if we study the senses and meanings that certain phenomena have to people or to society, we rely on in-depth studies of the elements that are aimed at (with samples in which the "pre-occupation" with number does not make sense).

Through Content Analysis, the method of categorization that, according to Bardin (1977, p. 117), "is an operation of classification of elements of a group, by differentiation and then by regrouping them according to gender, with criteria previously defined" was used. Obeying these assumptions, we treated the data under criteria adopted by literature for studies characterized as naturalistic.

**RESULTS AND DISCUSSION**

Given the questions raised we sought, by field intervention, to answer them systematically. In this section, each question raised will be analysed using specialized literature and the data collected.

**1- Do teachers use the content of athletics in their classes?**

Of the teachers interviewed, 80% cited the use of athletics content in their classes, even if only for play or near the period of the Interscholar Games (a state competition heavily influenced by state management of education). 20% of teachers interviewed reported that they do not use athletics for several reasons, among which are: the lack of interest of students, the lack of references, lack of dissemination of media and the lack of identification of the teacher with the options. It seems that the reasons for non-use of athletics in classes are related to two reasons: the first is related to the media not broadcasting athletics competitions frequently enough which is predictable as football and volleyball on a lesser scale are the sports which are most broadcast, especially on television. School planning appears to be linked to knowledge and interests of teachers, seen as, if the teacher does not identify with the sport and / or the content simply ignore it, to the detriment of the possibilities this may bring.

**2- Do they have difficulties in teaching such content?**

Of the respondents, 82.6% responded that the difficulties are related to lack of space for practice and appropriate material; some teachers were determined to hold athletics classes even without space. The lack of some implements such as uniforms and trainers for physical education was also reported by teachers. The problem of inadequate food was among the items listed, because on several occasions children go to school without having eaten in the morning.

**3- What kinds of athletics do they teach?**

Of the activities administered, 39.29% of the citations indicate that sprints, especially short-distance and long jump (26.79% of citations) were the most preferred by teachers. They argue that the reason for these activities being preferential is due to their relation to the natural abilities of running and jumping, and no need for suitable materials, as shown in table 1.

Activity	Type	Number of citations
Track	Sprints	22
	Relays	3
	Hurdles	1
Field	Long jump	15
	Shot-put	7
	High jump	7
	Discus	1

**4- What options are most appreciated by students and why?**

As can be seen in table 2, of the methods most appreciated by students, from the perspective of teachers, 57.14% is related to sprints and 28.57% related to long jump, suggesting a direction of interest of the students. Teachers reported that the reasons for the preference for sprints and long jump is mainly due to competition and comparison with colleagues in reaching or not certain goals set up between themselves, as well as the fact that the skills developed in these activities are related to most team sports. When the activities are more complex, with little movement and require the use of excessive force in the upper limbs, students tend not to take part in the classes such as is the case of shot-put and discus throwing. table 2 presents the responses of the interviewees.

Activity	Type	Number of citations
Track	Sprints	16
	Relays	1
Field	Long jump	8
	Shot-put	0
	High jump	3
	Discus	0

### 5-With athletics as the content, what values do they believe can be transmitted in class?

Of the respondents, collective values such as "respect for rules and colleagues" represented 58.82% of citations, suggesting that athletics in schools may be associated with attitudes and concepts that go beyond the procedures and skills of jumping, running and throwing. Table 3 shows the data discussed.

Category	Value	Number of citations
Individual	Discipline	6
	Determination	5
Team	Respect for rules and colleagues	20
	Competitiveness	3

### FINAL CONSIDERATIONS

This study aimed to investigate the practices of teachers developed on the theme of athletics in schools. We realize, in light of the data presented, the acceptance of the content by students and problems such as the lack of equipment and appropriate infrastructure similar to the problems related to any other aspect of physical education. Sprinting and long jump are the activities most widely practiced and appreciated by students, which suggests an adjustment of interests of students to the those listed by teachers. The reasons for the acceptance of such procedures by students from the perspective of teachers are related to competition and objective comparison of results, in addition to its direct relationship with team sports. Concerning the values referenced by the teachers, "respect for rules and colleagues" was the most cited, which may indicate a concern, even if empirical of the teachers, for attitudes and concepts that go beyond the procedures and forms of athletics.

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### ATHLETICS IN SCHOOL PHYSICAL EDUCATION: OPPORTUNITIES AND CONDUCT ADOPTED BY THE TEACHERS OF BOA VISTA-RR

In the late nineteenth century, the first motion to include the discipline of Physical Education (PE) in schools was made. Since then, the association between health and movement has always been present, sometimes linked to pre-military training, or related to the distance of the population to recent political / ideological events of the time. In the 1980s changes appeared in the academic field with respect to content, methods and objectives of physical education, making it a practice not only related to the field of procedures, but also the attitudes and concepts of its conditioning. In this sense, the present study was conducted to investigate the practices developed on the subject of athletics in Basic Education schools in the city of Boa Vista, Roraima. The study included thirty (30) teachers of both sexes, aged 20 to 50 years ( $X=30.03\pm 8.57$  years), all volunteers. The subjects are state and municipal teachers of Basic Education, based in the metropolitan area of Boa Vista. We conducted separate interviews with closed questions and open answers. Each interview lasted an average of 20 (twenty) minutes and to support the data found, Content Analysis was used for the categorization of the results. Of the respondents, 80% mentioned the use of athletics in the content of their classes, even if just recreational or a training technique for up-coming Inter Schools Games. The most widely appreciated activities by the students were short sprinting and long jump and among the least considered are shot-put and discus throwing. Regarding the values referenced by teachers, "respect for rules and colleagues" was the most cited, which may indicate a concern, even if empirically, for the attitudes and concepts that go beyond the procedures and forms of athletics.

**KEY WORDS:** School physical education, Athletics, Values.

### L'ATHLÉTISME DANS L'ÉDUCATION PHYSIQUE SCOLAIRE: POSSIBILITÉS ET CONDUITES ADOPTÉES PAR LES ENSEIGNANTS DE LA VILLE DE BOA VISTA-RR

À partir de la décennie de 1980 il apparaît dans le champ académique changements concernant les contenus, méthodes et objectifs de l'Éducation Physique Scolaire, en rendant l'une pratique sans lien seulement au champ des procédures, mais aussi aux attitudes et aux concepts à elle conditionnelle. Dans ce sens, présente étude il a eu objectif enquêter les pratiques développées sur le sujet athlétisme dans les écoles d'Éducation Basique de la ville de Boa Vista, Roraima. Ont participé de l'étude 30 enseignants, des tous les deux les sexes, avec des âges entre 20 et 50 ans ( $X=30,03\pm 8,57$  ans), tous volontaires. Les sujets sont des enseignants du filet de l'Éducation Basique du filet de l'état de Roraima et du théâtre municipal de Boa Vista, basés dans la région métropolitaine de Boa Vista. A été réalisée une entrevue individuelle avec des questions fermées et des réponses ouvertes. Chaque entrevue a duré, en moyenne, 20 minutes et pour donner a supporté aux données trouvées l'Analyse de Contenu a été employée pour la catégorisation des résultats. Interviewés, 80% cite utiliser le contenu athlétisme dans leurs leçons, même que de forme ludique ou de formation de la technique quand proche de la concurrence des Jeux Scolaires. Des modalités plus appréciées par les elles élèves sont les courses plates de courte distance et le saut dans distance, parmi moins ils les plus appréciées sont lui lance de poids et le lancement du disque. Concernant les valeurs faites référence par

les professeurs, la " ; respect aux règles et colegas" ; a été cité ce qui peut indiquer une préoccupation, même de forme empirique aux attitudes et à des concepts qui vont au-delà de les procédures et de la forme de l'athlétisme.

**MOTS-CLÉS:** Educação física escolar, Atletismo, Valores.

#### **ATLETISMO EN LA EDUCACIÓN FÍSICA DE LA ESCUELA: OPORTUNIDADES Y CONDUCTA ADOPTADAS POR LOS PROFESORES DE LA BOA VISTA-RR**

A partir de la década de los ochenta surgen en el campo académico cambios en relación con los contenidos, métodos y objetivos de la educación física escolar, convirtiéndose en una práctica no sólo relacionada con sus procedimientos sino también con las actitudes y conceptos que dependen de ella. En este sentido, el presente estudio tuvo como objetivo investigar las prácticas desarrolladas en relación con el atletismo en las escuelas de educación básica del municipio de Boa Vista, Roraima. Participaron de este estudio treinta profesores, de ambos sexos con edades comprendidas entre los veinte y cincuenta años ( $X=30,03\pm 8,57$  años) todos ellos voluntarios. Los individuos son profesores de educación básica de la red estatal de Roraima y de la red del municipio de Boa Vista, con sede en la región metropolitana de Boa Vista. Se realizó una entrevista individual con preguntas cerradas y respuestas abiertas. Cada entrevista duró de media veinte minutos y para dar soporte a los datos recogidos el Análisis de Contenido fue empleado para la categorización de los resultados. De los entrevistados, el ochenta por ciento (80%) afirma usar el atletismo en sus clases, bien de forma lúdica o bien para ejercitar la técnica cuando se aproximan las competiciones de los Juegos Escolares. Entre las modalidades más apreciadas por los alumnos están las carreras sin obstáculos de corta distancia y el salto de longitud, y entre las menos apreciadas figuran el lanzamiento de peso y el lanzamiento de disco. En relación a los valores manifestados por los docentes, el "respeto a las reglas y a los compañeros" fue el más citado lo que puede indicar una preocupación aunque sólo sea en la práctica por actitudes y conceptos que van más allá de los procedimientos y de la forma del atletismo.

**PALABRAS CLAVE:** Educación física escolar, Atletismo, Valores.

#### **O ATLETISMO NA EDUCAÇÃO FÍSICA ESCOLAR: POSSIBILIDADES E CONDUTAS ADOTADAS PELOS PROFESSORES DO MUNICÍPIO DE BOA VISTA-RR**

No final do século XIX, surge o primeiro movimento de inclusão da disciplina Educação Física nas escolas. Desde então, a associação entre saúde e movimento estavam sempre presentes, ora ligados a uma formação pré-militar, ora relacionados ao distanciamento da população aos acontecimentos políticos/ideológicos da época. A partir da década de 1980 surge no campo acadêmico mudanças com relação aos conteúdos, métodos e objetivos da Educação Física Escolar, tornando-a uma prática não relacionada somente ao campo dos procedimentos, mas também às atitudes e conceitos a ela condicionada. Neste sentido, o presente estudo teve por objetivo investigar as práticas desenvolvidas sobre o tema atletismo nas escolas de Educação Básica do Município de Boa Vista, Roraima. Participaram do estudo 30 (trinta) professores, de ambos os sexos, com idades entre 20 e 50 anos ( $X=30,03\pm 8,57$  anos), todos voluntários. Os sujeitos são professores da Educação Básica da rede estadual de Roraima e municipal de Boa Vista, sediados na região metropolitana de Boa Vista. Foi realizada uma entrevista individual com perguntas fechadas e respostas abertas. Cada entrevista durou, em média, 20 (vinte) minutos e para dar suporte aos dados encontrados a Análise de Conteúdo foi empregada para a categorização dos resultados. Dos entrevistados, 80% citam utilizar o conteúdo atletismo em suas aulas, mesmo que de forma lúdica ou de treinamento da técnica quando próximo da competição dos Jogos Escolares. Das modalidades mais apreciadas pelos alunos estão as corridas rasas de curta distância e o salto em distância, dentre as menos apreciadas estão o arremesso do peso e o lançamento do disco. Com relação aos valores referenciados pelos docentes, o "respeito às regras e aos colegas" foi o mais citado o que pode indicar uma preocupação, mesmo de forma empírica às atitudes e a conceitos que vão além dos procedimentos e da forma do atletismo.

**PALAVRAS CHAVES:** Educação física escolar, Atletismo, Valores.

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