

88 - SCHOOL PHYSICAL EDUCATION AND FUNCTIONAL TRAINING: APPLYING LESSONS IN SCHOOL

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INTRODUCTION

This study is linked to the field of physical education with the objective of understanding the possibility of introducing the basics of functional training as curriculum content in physical education classes in high school.

One of the questions that moved the study was the use of the term / concept "training" in physical education classes in the school in present day, understanding that the use of the term "training" could receive resistances in the school as a result of the uses and abuses committed by pedagogical trends prevalent since the late nineteenth century to the 1980s of the twentieth century. There are few reasons that moved the exclusion and / or poor use of terminology training of physical education classes in school spaces. In this sense, another question arose: could there be, in actuality, some understanding of the term / concept of training in physical education classes in the school context? It is from such questioning that we glimpse the possibility of including elements of functional training in physical education classes for high school.

To advance this defense, it is important to present three themes that govern the study: 1) teaching trends of physical education in Brazil, 2) the concept of functional training, 3) physical education classes in high school.

For this study we chose the classification of pedagogical currents produced by Guiraldelli Junior Paulo, in the 1990s. The author seeks a possible context of the evolution of physical education from philosophical and historical elements to treat: Hygienist Physical Education, Physical Education Warlord, Pedagogicista Physical Education, Physical Education and Physical Education Competitivista Popular (GHIRALDELLI JUNIOR, 1994).

In a brief elucidation of the characteristics of each stream can signal that teaching Physical Education Hygienist worried about the health issue, seeking the formation of healthy people, strong and willing to share. It was up to this trend star in the role of "social asepsis." The Physical Education Warlord aimed at preparing youth to fight and war. This idea of physical education aimed at training bodies strong and prepared to serve the motherland. You can compare the action of the physical education teacher to the role of military instructor, and therefore the student to soldier. The Physical Education Pedagogicista was a trend that faced physical education as an educational practice, education advocates of the movement, where the difference was evident between instruct and educate. Physical Education Competitivista was a trend which endorsed the implementation of sports in the school context, however, valuing performance and implementation of an idealized sports technique. Thus, the teacher's role is to coach and the student athlete's role, staying that way physical education reduced the top-level sport. Physical education is a pedagogical Popular area that was influenced by the movement of democratization of politics. It was during this period that the criticism began teaching trends in previous times that a lot of students "fittest," "stronger," "more agile" were the main audience of the other classes being relegated to the corners of the blocks. This trend is streamlined and designed to enable greater social workers to practice physical activities, sports and recreation, where playfulness and educational cooperation are elements worked.

With the intention to exemplify already said, we will work with two conceptions of physical education. In Physical Education Warlord, the main concern was the training bodies to form a soldier capable of protecting the homeland while Competitivista Physical Education, we aimed at training bodies for the training of athletes (ibid, ibid). In both cases, it is clear that training led to a democratization of not practice physical activities, whereas students prestigiava stronger, more prepared, more skilled. It is no accident that there is a resistance to the use of terminology / concept training in physical education classes in school spaces.

Thus, we address the use of functional training classes in Physical Education as a subject of study. Functional training is a relatively new terminology in the area of physical education, being defined as exercises that have a specific purpose, usually reproducing motor actions that will be used by practitioners in their daily lives (MONTEIRO, EVANGELISTA).

Functional training is aimed at good physical condition, and that a good fitness can be maintained is essential to train the components of health-related physical fitness: 1) speed (understood as a particular physical quality muscle and neuromuscular coordination, allowing performing a rapid succession of gestures that, in your thread, constitute one and the same action, a maximum intensity and duration of a brief or very brief), 2) strength (understood as a physical quality that enables a muscle or a group of muscles produce tension and oppose a resistance), 3) power (understood as a quality that allows you to produce force or power in the smallest possible unit of time), 4) flexibility (treated as a physical quality responsible for implementing voluntary an amplitude maximum angular movement, by a hinge joint or joints within the morphological boundaries without the risk of causing injury); 5) equilibrium (defined as a physical quality achieved by a combination of muscle actions in order to assume and sustain a controlled body position); 6) coordination (being a physical quality that allows you to control the execution of movements, through a progressive integration of intra and inter-cooperation, favoring action with a maximum of efficiency and energy savings), 7) Agility (understood as a physical quality that allows you to change the position and / or trajectory of the body in the shortest possible time); 8) resistance (considered as a physical quality that allows a continued effort for as long as possible) (CAMPOS & NETO, 2004).

Such elements are not new functional training in Physical Education. In a way, this relationship between School Physical Education and Training Functional already exists even being defended by specific authors of physical education when selecting the objectives and contents worked in physical education classes.

Gallahue (2005) works with concepts like specialized motor skill that is a mature pattern of fundamental movements that have been refined and combined to form other sports skills and specific motor skills and complex. So we can work with specialized motor skills inevitably work with notions of strength, endurance, reaction time, speed, coordination.

In the work entitled "Health, Health Promotion and Physical Education: concepts, principles and applications", Farinatti addresses the movement called Health-related Physical Fitness (HRF), which argues that "physical education must assume the role of lead students to adopt a physically active lifestyle, health promoter "(Farinatti, 2006, p.147). The author presents the influence of the movement along the HRF Physical Education in the United Betanha, asserting that it influenced the

ional Curriculum that country, defining the objective of physical education that students understand the benefits of regular physical exercise and knew the ways in which these benefits could be achieved and maintained (Idem, ibidem). For this study it is worth noting that the AFRS "is more concerned in spreading qualities that need to be worked constantly to obtain the desired ideal level as aerobic fitness, strength, muscular endurance, flexibility and body composition ideal" (ibid idem).

It is clear, then, that both Gallahue as the tendency of health-related physical fitness movement HRPF work with some physical qualities also present in the elements of Functional Training. What corroborates our position that there is a possibility of dialogue between School Physical Education and Functional Training?

METHODOLOGICAL ASPECTS

The study was conducted in a school belonging to the State Education Network of Rio de Janeiro, located in the north of the City of Rio. The school has a total quantity of 1,800 students, with a total of 40 classes, 15 in the daytime, 15 in 10 in the afternoons and evening hours.

We chose to perform data collection with two classes of the first year of high school, the day shift. The total number of students who completed the questionnaire was 36 adolescents, of both sexes and aged between 15 and 18 years. We achieved a response rate of 2% of total students, 14.4% of total students of turn.

The study was conducted in two stages: 1) the first was to teach a physical education class in school that would be based on elements related to functional training, 2) after the class is done collecting data from students through a questionnaire.

On completion of the lesson, the class was divided into three groups. Then we conducted a brief explanation of each group, physical being worked on during class, making references to how each was present in our daily lives. Later, we made a circuit, with three stations and each station students should perform five activities, with the exception of station endurance the circuit that encompassed only.

At the station of resistance, two students were selected from the group at a time for them to use the frequency counter during the race while other students found the heart through the radial pulse in the vein. It was proposed to students with a frequency meter race around the futsal court and after checking the heart rate to the end of the lap. The activity went on until all students in the group were experienced the verification experiment heart rate.

In the power station were proposed activities as: 1) arm curl with dumbbell, 2) flexion of the arm, 3) squats with dumbbell; 4) rowing with elastic, 5) body support. Each activity was performed in pairs, with each pair of students held fifteen repetitions of each proposed activity, except in support body which was recorded through time, remaining 15 seconds in activity.

On balance station students were also arranged in pairs, the following activities are proposed: 1) support unipodal in a chair, in which a student was facing the other one foot and tried to disrupt through gestures or touches, 2) mirror sitting in the chair, where a student movement held sitting on the ball and the other had to imitate the movements, 3) support disk on a chair, where students should maintain a balance with only one foot on the disk instability; 4) displacement unipodal, they should make a move with your right leg back and performing the movement with the left leg;

At the end of the class was given a questionnaire which contained six closed questions and one open. The questions in the questionnaire were about the evaluation of the class applied to practice this type of class, the concept of training, knowledge about functional training, learning new content, compared with the daily lesson and motivation during class.

RESULTS

The first question aimed to realize how it would be assessed a physical education class that addressed the issue of functional training, or rather, the issue of health from physical qualities.

Class evaluation	Total	
	n	%
Very Good	18	50
Good	16	44.4
Medium	2	5.5
Bad	0	0
Very Bad	0	0

Table 1 Evaluation of classroom

We can consider that the experience of the lesson was significant for students, ie the inclusion of the syllabus dealing with issues related to functional training was well accepted by the student body.

The second question aimed to ascertain whether the students had experienced a physical education class that dealt with issues tied to notions related to functional training.

Physical education class functional training	Total	
	n	%
Yes	19	52.77
No	17	47.23

Table 2. The training and the different styles of classroom

This question does not allow us to infer a thorough analysis of this outcome, leaving us only the possibility of testing the hypothesis that students have not worked with that knowledge in the 1st year of high school, and the results are a consequence of the experience of physical education in previous years, ie in Elementary Education, and / or with different teachers.

The third question aimed to understand if students did compared with a type of classroom training.

Conducting training classes	Total	
	n	%
Yes	30	83.33
No	6	16.67

Table 3. Conducting training classes

We do not seek to identify research if students have experienced some kind of training, but is evidence that may have worked with some physical qualities in physical education classes in previous years.

The fourth question aimed to verify whether the students had ideas about functional training

	Total	
	n	%
You know Functional Training		
Yes	10	27.78
No	26	72.22

Table 4. Knowledge about the functional training

Through the data in Table 4 shows that most students do not know the functional training, so we can assume they did not have an experience of such content in their physical education classes. However, as we saw earlier, we believe have experienced activities in which notions of functional training were present. We hypothesized that the term functional training is not yet familiar in the school although there are these practices the same.

We seek to ascertain whether the

The fifth question sought to understand whether the students learned some new concept after conducting the lesson and that this concept would be.

	Total	
	n	%
Learned the lesson with new content		
Yes	29	80.55%
No	7	19.45%

Table 5. Learning content with new class

Among the responses to questions about what the students learned from the lesson, the pattern was the quote of the three valences proposed physical classroom. The responses were as follows: "to have more balance and train my strength" (interviewee x), "exercises that serve to working strength, speed and balance" (interviewee t), "balance" (interviewee s), "strength, speed and balance" (interviewee z).

Despite the prevalence of responses linked the physical valences, we obtained significant responses regarding students' awareness about the importance of physical activity. This awareness became clear through answers like "to have a better quality of life by doing these exercises" (interviewee d); "exercises that we practice, we do on a daily otherwise" (interviewee m), "the I exercise more" (interviewee v), and "make better use of the movements of everyday life" (interviewee q).

The classes taught in high school have a slant more awareness to promote health than for training, and this statement, we corroborate the position Mattos and Neira (2000), to argue that the physical education class in high school has that provide bodily experiences that bring to the student satisfaction and learning, and thus contributing to reducing the dropout of students in physical education classes.

The last question was about the relationship of the proposed activities with the activities performed on a day-to-day, and also verify that the concept of functional training, the physical valences was understood and perceived by them as something of fundamental importance to the health and quality of life.

	Total	
	n	%
Related to class with everyday activities		
Yes	31	86.11%
No	5	13.88%

Table 6. Relationship class with the day-to-day

We achieved a significant response, as the students had the critical sense and reflected on functional training and its application in day-to-day.

FINAL CONSIDERATIONS

The results of this study indicate the feasibility of using elements of functional training classes in Physical Education in High School. We realized during the construction phase of the theoretical elements that were already Functional Training, somehow, worked and defended by some authors in the area, but it was necessary to know whether the students confirmed this perspective, which was confirmed in two of the study question. Also emphasize the students' perceptions about the relevance of treating Functional Training as curriculum content since been understood as a knowledge relevant to life.

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SCHOOL PHYSICAL EDUCATION AND FUNCTIONAL TRAINING: APPLYING LESSONS IN SCHOOL**ABSTRACT**

This study aimed to investigate the acceptability of classes dealing on the subject of functional training for high school students during physical education classes at school. It also sought to understand infer the possibility of inclusion of the theme of functional training and its concepts as curriculum in physical education classes in high school. The sample was composed of students from a school of high school, a member of the State Department of Education of Rio de Janeiro. The methodology consisted of two stages, the first related to the application of lessons focusing on content related to functional training, specifically, strength, balance and aerobic endurance. The second phase dealt with the application of a questionnaire to collect data, with open and closed questions, which analyzed the lessons applied. Among the results, we have: 1) 50% of students rated the class as very good; 2) 80% of the students indicated that they learned something new in class, 3) 69% of students felt motivated to make the class. Consequently, the results of this study show that the inclusion of content related to functional training was well accepted by the student body of the school since enabled a reflection on the importance and benefits of physical activity, being then a possibility to use as curriculum content in school physical education classes in high school.

KEYWORDS: Physical Education, Functional Training, High School.

L'ENSEIGNEMENT ET DE LA FORMATION PHYSIQUE FONCTIONNELLE: APPLIQUER LES LEÇONS EN MILIEU SCOLAIRE**RÉSUMÉ**

Cette étude visait à étudier l'acceptabilité des classes traitant sur le thème de la formation fonctionnelle pour les lycéens en cours d'éducation physique à l'école. Il a également cherché à comprendre la possibilité de déduire l'inclusion du thème de la formation fonctionnelle et de ses concepts comme programme dans les classes d'éducation physique à l'école secondaire. L'échantillon était composé d'étudiants d'une école de l'école secondaire, un membre du Département d'État de l'Éducation de Rio de Janeiro. La méthodologie consistait en deux étapes, la première liée à l'application des leçons en se concentrant sur le contenu lié à la formation fonctionnelle, en particulier, d'endurance force, l'équilibre et aérobic. La deuxième phase porte sur l'application d'un questionnaire pour recueillir des données, avec des questions ouvertes et fermées, qui a analysé les leçons appliquées. Parmi les résultats, nous avons: 1) 50% des élèves de la classe nominale en très bonne; 2) 80% des étudiants ont indiqué qu'ils ont appris quelque chose de nouveau dans la classe, 3) 69% des élèves se sont sentis motivés pour faire la classe. Par conséquent, les résultats de cette étude montrent que l'inclusion de contenus liés à la formation fonctionnelle a été bien acceptée par le corps étudiant de l'école depuis permis une réflexion sur l'importance et les avantages de l'activité physique, étant alors la possibilité d'utiliser que le contenu des programmes scolaires dans les classes d'éducation physique à l'école secondaire.

MOTS CLÉS: éducation physique, formation fonctionnelle, l'école secondaire.

ESCUELA DE EDUCACIÓN FÍSICA Y ENTRENAMIENTO FUNCIONAL: LECCIONES QUE SE APLICAN EN LA ESCUELA**RESUMEN**

Este estudio tuvo como objetivo investigar la aceptabilidad de las clases que tratan sobre el tema de la capacitación funcional para estudiantes de secundaria durante las clases de educación física en la escuela. También trató de comprender inferir la posibilidad de la inclusión del tema de la capacitación funcional y sus conceptos como plan de estudios en las clases de educación física en la escuela secundaria. La muestra estaba compuesta por estudiantes de una escuela de secundaria, un miembro del Departamento de Educación del Estado de Río de Janeiro. La metodología consistió en dos etapas, la primera relacionada con la aplicación de la experiencia se centra en el contenido relacionado con el entrenamiento funcional, en concreto, resistencia a la fuerza, el equilibrio y aeróbico. La segunda fase trata de la aplicación de un cuestionario para recoger datos, con preguntas abiertas y cerradas, que analizaron las lecciones aplicadas. Entre los resultados, tenemos: 1) 50% de los estudiantes calificaron la clase como muy buena; 2) 80% de los estudiantes indicó que aprendieron algo nuevo en clase, 3) 69% de los estudiantes se sintieron motivados a tomar la clase. En consecuencia, los resultados de este estudio muestran que la inclusión de contenidos relacionados con el entrenamiento funcional fue bien aceptado por el cuerpo estudiantil de la escuela ya que permitió una reflexión sobre la importancia y los beneficios de la actividad física, siendo entonces la posibilidad de utilizar como contenidos curriculares en las clases de educación física en la escuela secundaria.

PALABRAS CLAVE: Educación Física, Entrenamiento Funcional, High School.

EDUCAÇÃO FÍSICA ESCOLAR E TREINAMENTO FUNCIONAL: APLICAÇÃO NAS AULAS DE ENSINO MÉDIO**RESUMO**

Este estudo objetivou investigar a aceitabilidade de aulas versando sobre a temática do treinamento funcional para alunos do Ensino Médio durante as aulas de educação física escolar. Também buscou compreender inferir sobre a possibilidade de inclusão da temática do treinamento funcional e seus conceitos como conteúdos curriculares nas aulas de educação física escolar no ensino médio. A amostra foi composta por alunos de uma escola de Ensino Médio, integrante da Secretaria Estadual de Educação do Rio de Janeiro. A metodologia utilizada consistiu em duas etapas, sendo a primeira relacionada à aplicação de aulas enfocando conteúdos relacionados ao treinamento funcional, especificamente, força, equilíbrio e resistência aeróbica. A segunda etapa versou sobre a aplicação de um questionário de coleta de dados, com questões abertas e fechadas, que analisou as aulas aplicadas. Dentre os resultados obtidos, temos: 1) 50% dos alunos classificaram a aula como muito boa; 2) 80% dos alunos sinalizaram que aprenderam algo novo nas aulas; 3) 69% dos alunos sentiram-se motivado a realizar a aula. Conseqüentemente, os resultados deste estudo sinalizam que a inclusão dos conteúdos relacionados ao treinamento funcional foi bem aceita pelo corpo discente do Ensino Médio, visto que possibilitou uma reflexão sobre a importância e benefícios da prática de atividade física, sendo, então, uma possibilidade de utilização enquanto conteúdo curricular nas aulas de Educação Física Escolar no Ensino Médio.