

18 - INTERPERSONAL RELATIONS IN GYMNASTICS ACTIVITIES AT SCHOOL

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doi:10.16887/87.a1.18

1. INTRODUCTION

Almeida (2001) describes that playing should be part of the educational activities for learning, as well as from the beginning of school age, in childhood, children can acquire skills, social habits in various educational situations. Interpersonal relations are situations that enrich the repertoire and psychosocial engine, since they result in direct interaction with materials and students in different experiences.

In Classroom observation, it is possible to observe that students have relationship difficulties on different demands of activities, especially when it comes to Gymnastics content, not easily accepted for many on proposed activities, as they operate more easily in the "sportive" reality of Physical Education, where mainly the collective sports gain a much more present context in teaching practices and, other content such as Gymnastics, Dance, Circus Activities and Individual Sports, end up being just worked out and accepted by both teachers and the students themselves.

The school period, for Gallahue and Ozmun (2003), is the phase in which the development of children is being structured and knowing the reality that surrounds themselves in a complete way. It is through various cognitive, psychological stimuli and motor skills that students get a better understanding of their existence, which is to facilitate the teaching-learning process.

Combining Gymnastics content to curriculum component of Physical Education, it is possible to observe an interesting tool that results in an excellent resource for developing interpersonal relationships.

Gymnastics as contents of Physical Education can raise the development of motor skill level of students, allowing the establishment of relations with several objectives in the area, especially the motor behavior in the various types of Gymnastics activities. In addition, the teacher can assess students individually, making the process more reliable, enabling the monitoring and student growth in a constant way, respecting the maturation of individuals.

2. LITERATURE REVIEW

Between seven and nine years old in the childhood, the Physical Education classes should acquire the characteristics of an interactive space, using, according to Krebs (2000), the low organization activities with pre-sports games, posture activities or mobility, self-control activities and also rhythmic activities, where actions and games allow, according to Almeida (2007), children have freedom to create, invent, make mistakes and learn where the teacher must care its role as an educator and mentor, encouraging and assuming, therefore, responsibilities related to the future development of students.

According to Saad (2006), learning process of any sport should be done with care and appropriate methodology before the distribution of the classes proposed. Because of this, Kunz (2005), states that one of the alternatives that can be used by Physical Education teachers is the work done with mixed groups (male and female), in order to teach students tolerance and acceptance of individual differences and inclusion of diversity. Teachers can also provide for the students, the same experiences of body practice to both sexes, making them experience gender relations and thereby, enable a better understanding and consideration for social integration and respect for differences. However, there is a difficult cultural acceptance among students, because they are used to being separated according to sex in sports practices, losing important interpersonal experiences for activities.

According to Martins et al (2009), socialization for the implementation of certain social role involves getting physical and social skills, values, knowledge, attitudes, rules and regulations that can be learned in one or more social environments, such as example, family, school, sports, and even through the media.

The school physical education for Ferreira Neto (2001) is a set of activities that must cover the promotion of human values, the principles of solidarity and social and cultural cooperation between people involved. The same also takes a form of extension of cultures, personalities and abilities of individuals. Considering that physical practice contributes to the emotional and affective balance, physical and mental health and the development of their individual and social interaction skills, and overcome, the risk and civilized confrontation as a key for human essence.

Physical activity to achieve the goal of socialization should be motivating, and for Gouvea (2007), motivation, without doubts, is one of the main factors that affect the behavior of a person, influence on all kinds of behaviors, allowing greater involvement or a simple participation in activities that relate to: learning, performance and attention. In Physical Education, it is possible to state that it depends on the wishes of the students so that the motivation has a positive function, a student may feel more motivated to practice a particular activity, while the other may feel the same with some other activity.

Gymnastics in the school context still has a timid and limited participation in planning and teaching organization, which could be further explored and systematized for many didactic aspects.

Although, it is an individual sport, gymnastics shows factors that directly influence the interpersonal involvement, such as aid, care to materials and colleagues, interaction in small groups and creativity, which can be very well worked and developed with the employment of activities like Rhythmic Gymnastics and Gymnastics for All.

3. OBJECTIVES

This study was prepared in order to investigate the importance of Gymnastics at different ages, with different grades of school context and their pedagogical productions from the analysis of interpersonal relations that have taken place in activities and lessons in regular Physical Education classes.

In addition, the research aims to present the influences that body interaction in groups (touch, conversations, explanations, exchange ideas) can be a factor for a better understanding of the integration of students in school Physical Education activities.

4. METHODOLOGY

The preparation of this study was initially in the organization and didactic preparation of gymnastics activities with

theoretical and practical support from the gymnastics activities of in school subject, compulsory subject of the Bachelor's Degree in Physical Education from Serra Gaúcha College, in Caxias do Sul city. The undergraduate students have produced eight lesson plans, with an emphasis on school activities for gymnastics (rhythmic and artistic gymnastics, as well as gymnastics for all), in order to include interpersonal interactive activities for students in groups among the other classmates.

The activities focused mainly on double formations, trios, quartets and other formations in groups, offering situations of body interaction, expression and rhythmic interpretation, as well as specific gymnastics exercises, where students could practice help and support to other classmates required in training.

The classes took place in two weekly meetings, lasting an hour, as complementary activities of Physical Education, involving students in the first grade and seventh grade (only students enrolled in the school). The total duration was one month, where classes had place at the Luciano Corsetti Municipal Elementary School, involving 24 students from the first grade and 30 students from the seventh grade.

During each meeting, interpersonal relationships were observed through observation reports on each proposed activity and also an overview of the end of each meeting with students. In each specific activity, there was interaction with the materials (respect, care, handling and interactivity with classmates) and also before the required tasks (discipline, attention, assistance to colleagues).

The purpose was to gather all the information collected in observations and register how students had interpersonal relationships in the tasks and activities in gymnastics classes.

As a final aspect of the study, then there was the comparison of the groups involved in the survey (the first grade, students from six to seven years old; and the seventh grade, students from twelve to fourteen years old) to assess and analyze the contrasts and the results found in the two different groups.

5. RESULTS AND DISCUSSION

Among the observations made, it was possible to ascertain that the students from the first grade of elementary school had a high level of curiosity and interest in performing the tasks and learn new gymnastic movements. This is a result that was proved by the motivation and affectivity of students with teachers and with the use of mobile materials. All of the students always proved to be very participative. While the seventh grade, had responsibility in carrying out the activities, being more cooperative and helping colleagues with fears in the execution of more difficult elements.

It was possible to highlight in the analysis of observations that students at the beginning demonstrated beyond curiosity also some resistance for doing the execution of certain activities (both in the first grade and in the seventh grade) because these activities were unknown and rarely practiced in their daily routine and also in regular activities of Physical Education. However, in order to assist classmates and learn in a joint way, the students were getting more interested, because often within their own activities, they had to support, hold or move colleagues to perform the movement.

Gradually it was noticeable that the students were gaining another position in the activities: their position had become more responsible face the movements and exercises, as well as the care, attention and respect for others, teachers and for the school material for the practices.

Motivation and engagement were present over the last two weeks of the project, and in the first two weeks, students were more like getting involved and knowing the activities.

Pintrich (2003) points out that the following evidence of motivation can be observed in carrying out activities by students: (a) choice of activities; (B) efforts to achieve a related goal to activities; (C) persistence (time devoted to carrying out the activities). In this perspective, it was possible to observe that the three topics were hit by both groups, and in the first grade the main highlight was the choice of activities, due to the high rate of creativity and constant exchange by new movements to be practiced by students. In the seventh grade, the highlight was the effort to achieve a related goal for the activities, due to the characteristic of the age group that is most challenged through exercise or more complex movements than the youngest ones involved in this research.

In the comparison of age groups, the first-grade-students had a very effective and motivational participation of all proposed activities, demonstrating high acceptance always. However, the parameters of interaction, help and support, the seventh-grade-students presented more participatory concentration.

Also, it was established that the gymnastics activities could be an interesting and useful tool to include special students, provided that the two groups had to include students, who were assisted and supported by classmates during the activities.

6. CONCLUSION

This study analyzed the different situations, events and interactions that the potential and breadth that gymnastics can produce in its school practices. As a point basis, interpersonal relations, through specific topics such as respect, assistance, companionship, concentration and motivation emerged satisfactorily during the observation period of gymnastics activities in Physical Education classes.

The activities were well accepted among peers, and students demonstrated affection between them and the teachers involved in the project, thus, contributing to the progress of the class. Moreover, the interest in assisting in carrying out the activities and curiosity among the groups were factors that emerged with great projection.

It is suggested with this study, further research involving the application of gymnastics in the school context, enabling new educational experiences and references involving the diversity of contributions that the gymnastics activities could contribute in the formation of Physical Education activities. Whereas this body practice contributes to the motor skills, affective and cognitive development of children and adolescents of school age.

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ABSTRACT

Physical Education must promote the motor skill learning during the school time, when children and adolescents are studying, giving important experiences for the intellectual and physical development. Further then this, in the classes happen relevant didactical experiences among the students with the interpersonal relations promoted with activities interaction and participation, establishing social-cognitive acquisitions, powering the social living, discipline and affective. This study has had the objective to identify the interpersonal relations with the employ of different gymnastics activities in Physical Education Classes, with students among six to fourteen years old from Luciano Corsetti Public Elementary School in Caxias do Sul city, during the Scholar Gymnastics Activities traineeship, in two week meetings with one hour of work time. The study involved the first grade and the seventh grade of Elementary School, with 24 and 30 students regularly registered. As instrument, it has been used the participative observation in the traineeship classes, with ethnography research style, where interpersonal moods were analyzed while the gymnastics activities at Physical Education classes were happening. Motivation, discipline, respect and good manners have been found as activities integration ways, showing the didactic importance of Gymnastics in School.

Keywords: Gymnastics, Interpersonal Relations, Physical Education.

RELATIONS INTERPERSONNELLES DANS L'ACTIVITÉ GYMNASTIQUE SCOLAIRE

RÉSUMÉ

L'éducation physique devrait favoriser l'acquisition des habiletés motrices au cours des années que les enfants et les adolescents sont placés dans des écoles, en offrant des possibilités d'expériences importantes pour la formation physique et intellectuelle. En outre, les cours ont lieu important de l'expérience de l'enseignement direct parmi les étudiants, comme les relations interpersonnelles qui sont promues avec la participation et l'interaction dans les activités proposées, l'établissement d'acquisitions cognitives et sociales qui favorisent l'interaction sociale, émotionnelle et disciplinaire. Cette étude visait à identifier les relations interpersonnelles dans l'application des diverses activités du club dans la composante du curriculum de l'éducation physique, avec des élèves de six à quatorze ans de l'école Luciano Corsetti dans la ville de Caxias do Sul, au cours de la période d'essai curriculaires discipline des activités de gymnastique à l'école, à deux réunions hebdomadaires d'une heure dans le mois. L'étude a porté sur la 1^{ère} année et la 7^e année de l'école élémentaire se compose d'étudiants inscrits 00h30 respectivement. Comme outil, nous avons utilisé l'observation participative dans les classes de la scène avec ethnographique, qui ont été enregistrées caractéristiques interpersonnelles des étudiants pour mener à bien différentes activités de gymnastique en éducation physique. Motivation, discipline, le respect et la conduite ont été trouvés avec des intégrateurs moyen d'activités, ce qui démontre l'importance que la gymnastique d'enseignement se développe à l'école.

Mots-clés: Gymnastique, Relations Interpersonnelles, Éducation Physique.

RELACIONES INTERPERSONALES EM ACTIVIDADES DE GIMNASIA EM ESCUELAS

RESUMEN

La Educación Física debe promover la obtención de habilidades motoras durante los años que los niños e adolescentes están inseridos en el contexto escolar, trayendo experiencias importantes para la formación física e intelectual. Mientras tanto, en las clases ocurren importantes experiencias de enseñanza directas entre los estudiantes, como las relaciones interpersonales que son promovidas con la participación e interacción en las actividades propuestas, estableciendo obtenciones socio-cognitivas que mejoran en convivio social, afectivo e disciplinar. Este estudio ha tenido como objetivo identificar las relaciones interpersonales en la aplicabilidad de diversas actividades de gimnasia en la educación física con estudiantes de seis a catorce años de edad de la Escuela Municipal Luciano Corsetti, en la ciudad de Caxias do Sul, durante el periodo de prácticas curriculares de la asignatura de Actividades Gímnicas en la Escuela, en dos encuentros semanales de una hora de duración durante el periodo de un mes. La pesquisa ha envuelto el primer año y el séptimo de LA Enseñanza Primaria compuesto por 24 e 30 estudiantes respectivamente. Como instrumento de pesquisa, se ha utilizado la observación participativa en las clases del periodo de prácticas, con característica etnográfica, donde fueron registradas las presencias interpersonales de los estudiantes al realizaren diversas actividades de gimnasia en las clases de Educación Física. La motivación, disciplina, respeto e conducta fueron encontrados como medios integradores de las actividades, demostrando la importancia didáctica que la gimnasia desarrolla en la escuela.

Palabras-clave: Gimnasia, Relación Interpersonal, Educación Física.

RELAÇÕES INTERPESSOAIS NAS ATIVIDADES GÍMICAS ESCOLARES

RESUMO

A Educação Física deve promover a aquisição de habilidades motoras durante os anos que crianças e adolescentes estão inseridos no contexto escolar, oportunizando experiências importantes para a formação física e intelectual. Além disso, nas aulas ocorrem importantes experiências didáticas diretas entre os alunos, como as relações interpessoais que são promovidas com a participação e interação nas atividades propostas, estabelecendo aquisições sócio-cognitivas que favorecem no convivio social, afetivo e disciplinar. Este trabalho teve como objetivo identificar as relações interpessoais na aplicação de diversas atividades de ginástica no componente curricular de Educação Física, com alunos de seis a catorze anos de idade da Escola Municipal Luciano Corsetti, no município de Caxias do Sul, durante o período de estágio curricular da disciplina de Atividades Gímnicas na Escola, em dois encontros semanais de uma hora, no período de um mês. O estudo envolveu o 1^o ano e o 7^o ano do Ensino Fundamental composto por 24 e 30 alunos matriculados respectivamente. Como instrumento, utilizou-se a observação participativa nas aulas do estágio, com cunho etnográfico, onde foram registradas as características interpessoais dos alunos ao realizarem diversas atividades de Ginástica nas aulas de Educação Física. A motivação, disciplina, respeito e conduta foram encontrados com meios integradores das atividades, demonstrando a importância didática que a Ginástica desenvolve na escola.

Palavras-chave: Ginástica, Relação Interpessoal, Educação Física.