

**03 - EXPLORATORY STUDY OF VOLLEYBALL INITIATION IN GOIÂNIA**

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**1. INTRODUCTION**

In this study, we were not able to determine how many volleyball schools currently exist in the State of Goiás, given that this parameter corresponds to a demand for demand and supply. That is, if more students look for volleyball as a sports practice, soon more schools and more classes are open, and contrary. However, it is well known that great volleyball athletes are from Goiás and have appeared in the national and international volleyball scene since the beginning of sports in cities in Goiás. As more recent examples are the itumbiarenses Dante Guimarães Santos do Amaral (Dante), the inhuman Robson Tadeu de Fazio (Bob) and the brothers also inhuman Michael David (Michael) and Thaís de David (Thaís), among several others that represented the State of Goiás in Brazilian youth and youth teams and great teams throughout the history of volleyball.

In this context, the problem that motivated this research is expressed in the following question: what is the characterizing framework of volleyball teaching institutions in the capital Goiânia. Thus, the general objective was to verify in the field of education of Goianiense volleyball the means and the ways of its development. More specifically, the objective was to a) survey the concrete conditions (materials, facilities and professionals) involved in the teaching of volleyball sports in the fields investigated; b) identify the main work methodologies used daily in volleyball teaching in sports schools in the city of Goiânia - GO.

Methodologically, data collection was carried out in the field for exploratory and descriptive purposes, since we wanted to deepen knowledge about the reality and also to base the construction of hypotheses for later investigations on observed phenomena (GIL, 2008). From a practical point of view, a collection of data was commissioned from undergraduate undergraduate students in physical education at the School of Physical Education and Physiotherapy of the State of Goiás, regularly enrolled in the discipline of Methodological Foundations of Volleyball. The academics in a total of 50 (fifty) participants were organized in small groups and divided to visit the different spaces of volleyball education, previously mapped in Goiânia. All data collection visits were duly authorized and documented by the parties involved (ESEFFEGO and volleyball schools) and their identifications were ethically omitted in the presentation of the results of this study. The data collection instrument was a questionnaire with closed and open questions applied, in a total of 12 (twelve) questions, and applied in 18 (eighteen) volleyball teaching fields.

The development of this research presents sequentially a historical cut of volleyball; the traits of the traditional pedagogy of sports education; the results and the analysis of the research in relation to the problem and the objectives.

**2. DEVELOPMENT****Historical volleyball cutout**

Volleyball, created in 1895 by Willian G. Morgan (1870-1942), director of the Physical Education Division of the Young Men's Christian Association (ACM) in the United States, arrived in South America in 1910 brought by a US- American school specializing in primary education. (LOYOLA, 1943; MARCHI JÚNIOR, 2004). Morgan had observed that some older students (mostly businessmen) had not adapted well to the practice of the newly created basketball (1891) because of the shocks that caused many injuries and away from the practice of physical activity. Thus, he sought an alternative that was more recreational, with less physical contact among the participants, but also provided a physical effort that could bring health benefits. He took inspiration from his tennis shoes, separated the groups of students through a net and created a sport (initially called a minonette) whose goal was to send the ball against the opposing court. In 1897, the first rules of volleyball were published.

The US Armed Forces helped to spread the volleyball, its soldiers practiced it in spare moments during World War I, making it known in European countries. Due to the easy adaptation of the practice of volleyball in any terrain, the simplicity for the improvisation of a net and the necessity basically of the ball, made the volleyball adapted to the conditions lived by the soldiers in war. With the end of the war, many countries such as Russia, Czechoslovakia, Poland, France and Bulgaria have definitely adopted volleyball in their schools and clubs. In Brazil, there is no exact data on the year of his arrival in the country. According to one version, this would have occurred in 1915 at the Marist College in Pernambuco. In another version, the introduction of volleyball was given in 1917 by the ACM of São Paulo, fact that is proven by photographic records. (BIZZOCCHI, 2000; CRISÓSTONO, 2003; MARCHI JÚNIOR, 2004). Today, Brazilian volleyball became the 2nd most practiced and most popular sport in Brazil, not surpassing only soccer (Cf. IBOPE, 2007).

From the expansion and validity of the capitalist mode of production in the mid-nineteenth century, as a result of the Industrial Revolution of England in the eighteenth century, the so-called modern sport that accompanied the development of capitalist society originated. Thus, the various sports modalities that were created were primarily concerned with the comparison of performances in the sport and the calculation and exaltation of champions. The recognition of the pedagogical character of the game and, in particular, of the sports practice as a means of education of the youngsters was one of the factors that favored its dissemination in schools and other educational institutions (DE ROSE et al., 2001; MARCHI JÚNIOR, 2004).

Today, volleyball is widely practiced in Brazil with several attractive championships covering all age groups in both men and women. In Goiás, Goa Volleyball Administration Entity (EAGV) represents the Affiliate of the Brazilian Volleyball Confederation. Currently the EAGV has organized the Supercopa Master, COPA Escolar, the Goiano Championship and the Top Four Eagv - Adult male and female. The member teams are APROVEC VOLEIBOL, MONTECRISTO VOLEIBOL, MONTE CRISTO K2, SESI, FÊNIX RIO VERDE, GOIÁS ESPORTE CLUBE, ANAVOM SAMA. In addition to the events promoted by the affiliate of the Brazilian Volleyball Confederation, other tournaments are also developed during the year organized by other institutions, according to the possibilities of Laws Zico and Pêlé (EAGV, 2017). In 2017, Goiás had two teams participating in SUPER LIGAB, being the Monte Cristo team and the Jaó / Universo team.

**The traits of the traditional pedagogy of sports education**

In this referential we chose to theorize aspects of traditional pedagogy because this was the approach identified as predominant in the results of this research.

For Sadi (2010) in the field of sports education the approaches are usually discussed on two aspects, be they the specificity of technical / traditionalist approaches or the very abstract approaches in the field of critical cultures and pedagogies. The author reinforces that in the field of sports culture, Brazil, like other countries, has traditionally incorporated into its teaching practices the characteristics of typically military technicality. Thus, the author understands that school sports activities lose the opportunity to function as a democratic leverage, given the opportunity to develop aspects of great learning value in the classes of sports education.

The teaching of sports developed hegemonically by physical education has its roots deeply entrenched in the school field and especially in the informal fields of education, like clubs, associations, academies, etc. This condition led to a special emphasis on a traditional teaching pedagogy, which consequently came to a pedagogy that is typically technicist (COLUMN OF AUTHORS, 1992; KUNZ, 2001; DARIDO, 2002; OLIVEIRA, 2002).

According to Garcia (2005), the perspective of traditional education in Brazil brings its remnants from the period of colonization by Jesuit education characterized, above all, by the authoritarian way of acting of teachers imposing on students an assimilation of contents through rigid discipline, excessive repetition of exercises, memorizing and admitting only one truth. From the student, a passive attitude was expected in the reception of information from the teachers (ARANHA, 1996) that methodological procedures preferred oral expositions, repetitive practices with a separation of theoretical and practical knowledge (FUSARI, 1992).

In this context of educational development Brazilian sports education was being shaped in schools and in the various fields of Brazilian teaching. In a brief historical rescue of the trajectory of the traditional sports-technicist Brazilian sport we know that around 1950 the French Auguste Listello brought to Brazil the Generalized Sports Method. From a sporting emphasis the Listello method was strongly adopted by the physical education of schools from 1960 (COLETIVO DE AUTORES, 1992). With the 1964 Revolution (coup), sports education also took on the ideological aspects of politics that demarcated the period, such as nationalism exacerbated especially since 1970 (CASTELLANI, 1988). If the process of inculcation of the traditional-technical conceptions of sports practice of the time were not enough, there are records (CASTRO, 1996) that the military worked within schools (at the time was the main field) teaching sports and prevailing the technicist character, behavioral and disciplinary approach to the learning of specific techniques and, at the same time, keeping pupils away from political and ideological movements. According to Coutinho and Silva (2009: 118), the traditional-technical perspective of sports education are approaches that use "adapted models of the game of adults and which consist basically of repetitions of pre-established gestures and, often, repeated by students strenuously."

It is known that the paradigm of sports education in schools has been showing signs of wear for a long time, since the pattern of a unique (traditional-technical) way of teaching sports content no longer fits perfectly into the new concepts education. Therefore, Law No. 9.394 / 96, the National Education Guidelines and Bases Law (LDB), aims to rethink when it indicates the desired directions for doing pedagogical work. We can see, eg, in the definition of the curricular contents of basic education in Art. 27, subsection IV, the "promotion of educational sport and support to non-formal sports practices", and provides in Article 3, item IX, of quality standard "when it defines the basic principles for teaching. Article 32 of the objectives of basic education of the citizen defines in a more general way in section III that education should provide "the development of learning capacity, with a view to acquiring knowledge and skills and the formation of attitudes and values" (BRASIL, 1996).

#### The results and the analysis of the research

A total of 18 (eighteen) institutions were surveyed, which, in this work, we identified by their legal nature as follows: 4 (four), Parastatal Industry Entity (EPI); 3 (three), Parastatal Entity of Commerce (EPC); 2 (two), State Military Public School (EPEM); 1 (one), State Authority PROESPORTE (AEP); 3 (three), Catholic Private School (EPCT); 4 (four), Private Sports Clubs (CEP) and 1 (one), Academy CREF-GO System (ASC). Therefore, the main results were:

- The age range of teachers was between 23 and 56 years, with a mean age of 36.7 years.
- 11 (eleven) teachers have a full degree (licenciatura / baccalaureate), 6 (six) professors have a degree and one teacher is a former athlete, not having a higher education institution.
- The teachers' time in teaching volleyball ranged from 8 (eight) months to 35 (thirty five) years, with an average of 10.3 years.
- The number of classes of beginners of the modality was of 1 to 4 classes per unit of education, predominating the mixed classes.
- The age groups of the student groups comprised the limit of 6 (six) to 35 (thirty five) years of age. The fashion corresponds to the range of 10 to 15 years.
- The classes are formed by 8 (eight) to 40 (forty) students of both sexes, being the fashion formed by classes of 15 to 25 students.
- The conditions of materials and facilities were considered to be of good quality, sufficient and fully in accordance with the needs of teaching activities in all the fields observed, being mentioned balls, nets, antennas, box of balls, gyms, vests, among others.
- About the annual amount of participation in events of the volleyball modality. 5 (five) institutions do not participate in specific competitions, 7 (seven) teams participate in two to four internal competitions and four (four teams) participate in internal and external matches in the total of two to four annual participations.
- The monthly amount in reais corresponds to an average of R \$ 100.00. However, three (3) institutions are free, the others charge monthly fees ranging from R \$ 40.00 to R \$ 370.00.

Regarding the methodological profile of the classes, it was verified with the teachers how the main methodology to be used for the teaching of volleyball initiation has been defined. The answers were:

- By the teacher himself, 66% (12); by the institution providing the service, 22% (4). They gave another answer, 11% (2), being: "According to the courses of the CBV / The institution offers the schedule of the fundamentals to be followed, but the pedagogical exercises who define is the Professor."

On the position of the teacher about which of the perspectives of sports education he acts predominantly. We had the following answers:

- Sport-educational, 44% (8); Sport-performance (or high yield), 22% (4); Sport-participation (or leisure), 27% (5). It responded differently 5% (1), being Sports-educational and sport-performance.

The last question in the questionnaire was answered after the groups of academic data collectors had attended at least one complete volleyball initiation class. So the answers correspond to a view of a process fragment that was on average one hour and thirty minutes. The question was "regarding the style of pedagogical and didactic relation observed in the development of the classes of initiation to volleyball. Mark the alternative that best represents the facts observed in the assisted classroom.

Answers and alternatives pointed out by the scholars:

- 38.89% (7) of the groups of researchers understood that: "The teacher determines the objectives and chooses the activities, as well as their beginning, completion and intensity. The class organization is formal (columns, rows, etc.). There is only one answer, based on imitation and repetition. There is the use of the voice of command for individual or collective execution of the exercises. The evaluation is performed through examinations of the execution of the movement and considers obedience as a prerequisite. The teacher / student relationship is extremely formal, without dialogue. "

- 44.44% (8) of the researchers understand that: "The teacher commands, but some decisions pass through the students. The tasks are performed in one place or divided into stations, with verbal and / or audiovisual explanations. The evaluation is carried out according to the criteria determined by the teacher and according to the performance standards chosen and demonstrated by the students. The teacher / student relationship is formal, but there is dialogue on some issues. "

- 5.56% (1). He understood that: "The teacher still commands, but dedicates more attention to certain students with the function of better evaluating the student performers. Students are the ones who assess peer performance. This evaluation should be performed in pairs, where one student should evaluate the other, or in small groups taking the role of evaluator. The relationship teacher / student still with a degree of formalism, but more open ".

- 5.56% (1) understands that: "The teacher commands the process, but with a certain freedom to pay more attention to the activities individually. A list of tasks is presented to students at the beginning of class. The evaluation is performed by the teacher procedurally. The teacher / student relationship is informal. "

- 5.56% (1). "The teacher commands the process, but with a certain freedom to pay more attention to the activities individually. A list of tasks is presented to students at the beginning of class. The evaluation is performed by the teacher procedurally. The teacher / student relationship is informal. "

None of the researchers wanted to answer another possibility for this question.

In this way the analysis that we can do with the results obtained in this data collection in relation to the organization of the sports schools investigates in Goiânia refers us to two specific scenarios. The first one indicates that the working conditions of teachers and volleyball practice observed here favors the learning of the game of volleyball in aspects of materials, sports facilities, professional training and cost-benefit for students. Also in this first aspect we also observe that there is a greater possibility of participation in processes of initiation to volleyball for children and young people, but for adults the possibilities are few and more financially costly. As for the number of students per class, there were no discrepancies, considering proportionally the facilities and materials. We did not obtain data on the value of teachers, but as we know (OECD, 2014), teachers in general do not have good prospects for economic growth, even in sports education.

The second point of analysis refers to teaching methodologies. It was verified that, even in an exploratory way, there is a great predominance of typically traditionalist and technicist approaches as a method of sports education, both in the statements of the interviewed professors' answers and in the observations of the academics in the data collection process. In this case the educational perspective is confused with the perspective of performance and performance, and the more or less democratic character of class development does not come to characterize a pedagogical approach in the essentially critical dimension of human development. However, this would not be a problem if there were in fact no educational institutions of an educational and formative nature in the context investigated. The understanding we have today regarding the purpose of schools is that they should teach pupils daily to develop their higher mental capacities through teaching content, even in the case of sports (DAVIDOV, 1986).

Thus, we mean by quality sports teaching (LIBÂNEO, 2008) the appropriation by students of the human activity produced and accumulated previously as rationalized ways of thinking the knowledge, being this knowledge organized in the form of knowledge, information and solutions for solving the simple or complex everyday problems. That is, a teaching that gives the conditions for the individual to develop their autonomy, logical-rational thinking and influencing, in particular, the formation of their personality. Therefore, as has been the subject of several other studies, the traditional teaching method can not efficiently achieve the task of promoting human development by widely exploiting the potentialities psychic disorders.

### 3. FINAL CONSIDERATIONS

This exploratory study may not have been developed. This is because empirically the common sense, the conscious of the people, already has a categorical position on the historical and traditional praxis of sports education in Brazil, or in any field of education. However, we consider relevant the observations observed in the field of education, given the opportunity that has been created for ESEFFEGO's future physical education teachers, who are involved in the study of new conceptions of education, can reflect on the existential and the essential in the didactic and pedagogical aspects of sports practices. It is not a question here of summarily disqualifying any traditional teaching practice, but rather of provoking on the part of sports pedagogues an inquiry to better interrelate the issues of teaching-learning processes and their psychological components, such as training of concepts about the objects, the activity of study and internalization of contents, the expansion of the cognitive mediators, all this, from the motives, needs, objectivity, modes etc, that are present in the context of learning volleyball , considering, above all, the need to favor human development.

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#### EXPLORATORY STUDY OF VOLLEYBALL INITIATION IN GOIÂNIA

Abstract: The problem that motivated this research was to arrive at a characterizing picture of the institutions of education (initiation) of volleyball in the capital Goiânia. The general objective was to verify in the field of volleyball education the means and the ways of its development, and to make a survey of the concrete conditions involved in the teaching of the modality, identifying the main methodologies. Data were collected in 18 (eighteen) volleyball education fields for exploratory purposes and also descriptive through a semi - open questionnaire by academics physical education. The results and the analysis showed that the teachers' working conditions and the volleyball practice observed favor the learning of the game of volleyball in the aspects of materials, sports facilities, professional training and cost-benefit for the students and that there is a great predominance of approaches typically traditionalist and technical as a method of sports education. It was concluded that the area of physical education needs to study their ways of achieving human development through sports education.

Key - words: Volleyball; Teaching; Goiânia.

#### ÉTUDE EXPLORATOIRE DE L'INITIATION DE VOLLEYBALL EN GOIÂNIA

Résumé: Le problème qui a motivé cette recherche était d'atteindre un cadre qui caractérise les établissements d'enseignement (initiation) volley-ball dans la capitale Goiânia. L'objectif global était de vérifier le domaine de l'enseignement de volley-ball les moyens et les moyens de son développement, et enquête sur les conditions réelles impliquées dans le mode d'enseignement, en identifiant les principales méthodes. Une collecte de données a été réalisée dans 18 (dix-huit) des cours d'enseignement de volley-ball avec des fins d'exploration et aussi par l'éducation physique descriptive universitaire questionnaire semi-ouvert. Les résultats et les analyses ont montré que les enseignants et la pratique des conditions de travail observées faveur de volley-ball Volley-ball jeu en apprenant les aspects des matériaux, des installations sportives, professionnel et rentable pour les étudiants et il y a une grande prédominance des approches typiquement traditionalistes et techniques comme une méthode d'éducation sportive. Il a été conclu que le domaine de l'éducation physique devait étudier leurs moyens de parvenir au développement humain par l'éducation sportive.

Mots - clés: Volleyball; Enseignement Goiânia.

#### ESTUDIO EXPLORATORIO DE LA INICIACIÓN AL VOLEIBOL EN GOIÂNIA

Resumen: El problema que motivó esta investigación fue llegar a un cuadro característico de las instituciones de enseñanza (iniciación) de voleibol en la capital de Goiânia. El objetivo general fue verificar en el campo de enseñanza del voleibol los medios y los modos de su desarrollo, y hacer un levantamiento de las condiciones concretas involucradas en la enseñanza de la modalidad, identificando las principales metodologías. Se realizó una recolección de datos en 18 (dieciocho) campos de enseñanza de voleibol con fines exploratorios y también descriptivos vía cuestionario semiabierto por académicos educación física. Los resultados y el análisis evidenciaron que las condiciones de trabajo de los profesores y de práctica del voleibol observadas favorecen el aprendizaje del juego de voleibol en los aspectos de los materiales, instalaciones deportivas, capacitación profesional y costo-beneficio para los alumnos y que hay un gran predominio de abordajes típicamente tradicionalistas y tecnicistas como método de enseñanza deportiva. Se concluyó que el área de la educación física necesita poner en estudio sus modos de alcanzar el desarrollo humano por medio de la enseñanza de deportes.

Palabras claves: Voleibol; Enseñanza; En el caso de las mujeres.

#### ESTUDO EXPLORATÓRIO DA INICIAÇÃO AO VOLEIBOL EM GOIÂNIA

Resumo: O problema que motivou esta pesquisa foi chegar a um quadro caracterizante das instituições de ensino (iniciação) de voleibol na capital Goiânia. O objetivo geral foi verificar no campo de ensino do voleibol os meios e os modos de seu desenvolvimento, e fazer um levantamento das condições concretas envolvidas no ensino da modalidade, identificando as principais metodologias. Foi realizada uma coleta de dados em 18 (dezoito) campos de ensino de voleibol com fins exploratórios e também descritivos via questionário semiabierto por académicos educação física. Os resultados e a análise evidenciaram que as condições de trabalho dos professores e de prática do voleibol observadas favorecem a aprendizagem do jogo de voleibol nos aspectos dos materiais, instalações esportivas, capacitação profissional e custo-benefício para os alunos e que há uma grande predominância de abordagens tipicamente tradicionalistas e tecnicista como método de ensino esportivo. Concluiu-se que a área da educação física necessita colocar em estudos os seus modos de atingir o desenvolvimento humano por meio do ensino de esportes.

Palavras – chaves: Voleibol; Ensino; Goiânia.