

**79 - THE SPORT LIKE SOCIAL PRACTICE: REFLECTIONS AND CONTRIBUÇÕES OF THE SCHOOL  
SÔNIA HENRIQUES BARRETO FOR THE SYSTEM OF PUBLIC EDUCATION IN THE MUNICIPALITY  
OF LARANJAL OF THE JARI/AP**

VIVIANY MELO NEMER<sup>1</sup>

FRANCISCO HAMILTON DE SOUZA BARBOSA<sup>2</sup>

GILEARDY PEREIRA DE ASSUNÇÃO<sup>3</sup>

<sup>1</sup> Full degree in Physical Education, UEPA; Degree in Biological Sciences, UNIFAP;  
Post Graduação in Methodology of the Upper Education, FACINTER;

Post Graduação in Biology and Chemical, FACINTER;

<sup>2</sup> Formation in Full Physical Education/Bacharel,

FEP; Post Graduação in Learning Engine, UEPA;

<sup>3</sup> Full degree in Physical Education, UNB; Degree in Computation, UFRA;

Post Graduação in Physical Education Pupil, UCAM

vnemer@bol.com.br

doi:10.16887/89.a1.79

### INTRODUCTION

From his insertion in the school curriculum the physical education (EF) research build a referential theoretical pautado in attitudes and values that propose “democratise, humanizar and diversify the pedagogical practice of the area[...]” (BRAZIL, 2007, p.15).

Gradually the EF enmedio school was winning new approaches and guidelines that alian theory and practical to his process of education-learning. In this sense, the context educacional that boosted a Physical Education pautada only in the emphasis of the technician and of the movements corporais, did not attend the new social demands and curriculares.

In front desalas transformations, the academic stage was incentivando the use of different didactic and of new methodologies opening new horizons to the education of the Physical Education. They were incorporated diverse concepts to the pedagogical speech in this area, fundamentally with the intention establish a critical discipline, citizen and plural.

One of the contents that more perceive this change of paradigm was in the sport. In the most critical boardings that embasam the process of education-learning in EF remained explicito the critique the esportivizaçãor and the physical aptitude, that priorizam only the biological appearance of the movement.

The sport possesses multiple forms and approaches that in accordance with his manifestation can present a social character inside the school. In this context, understand the sport like social practice, in the measure in that self-evident of multiple ways, incorporating, boys and adolescent to a world lúdico, creative, desafiador, able to offer equal opportunities of access to all the students.

As we come this relation of the Physical Education with the sports does not have to be argued of form desunida of the social context. They have to be observed diverse factors that involve directly in the form like the process of education can be executed. According to Kunz, the school “[...] It does not have the power to transmit to all the boys, of all the social classes, the knowledge sociocultural pattern wished. So that significant changes can become is necessary that also important political decisions, that inciden mainly on the socioeconomic situation of the poor population, become” (2012, p.116,117).

Like this, the present studio describes a set of pedagogical procedures in EF related the collective sports like pedagogical tool that opens possibilities educacionais that pretend to contribute for the integral formation of boys and adolescent. “There is not formula milagrosa” in the education of the Physical Education.

We comprise that for each reality found have diverse forms to work a same content, fits to the professor jointly with the student mediate strategies and propose solutions, adapting the methodology the reality of each school.

The school like space of convivencias and knowledges, proposes to wake in the students the interest and the motivation through dynamic classes and contextualised, That they consider his vivencias and give emphasis to the appearances partner educacionais that the sportive practice contemplates, doing it protagonist of his own history.

The accompaniment of this squad by the professors, parents and pedagogical coordination provided reflections to the wall of the práxis of the discipline EF in this school. So that to the long desales years of vicinity, the vivencias practical of this selection, remained clear that the sport like social practice has the function to express values, feelings and experiences that forms part of the cycle of learning and of the daily of the educating.

The venue of the investigation, is a region of a peripheral neighbourhood of the municipality of Laranjal of the Jari, that how a lot of Brazilian cities, arise without planning and suitable infrastructure and, for this reason it did a full municipality of structural problems and of social bass.

To portray the opinion of the students were chosen twenty students that did or form part of the selection of futsal sub 17 and that represented the school in sportive events inside and out of the Municipality of Laranjal of the Jari.

The idea is to show that the sport, inside the school environment justifies like a component curricular important for the process education-learning, in the measure in that, this practice achieves, from among the content of the corporal culture, a big implication of the young public of this region, being an instrument impar in the rescue of youngsters that coexist in the daily of poverty, marginalidade and violence.

We share the vision of Viegas et al “that the sport constitutes one of the social phenomena with elder impact our time, and his correctly developed practice, represents an important source of valorisation of the people and of his quality of life” (VIEGAS, 2009, p.02).

Expanding the concept of sport in the school like social practice, give opportunity the boys and young, that are to the margin no only of a river, but to the margins of the society, to feel prestigiados and motivated in the school, in spite of the adversities that surround them.

### METHODOLOGY

The studio was made in a public school of the net provincial education of the municipality of Orange of the Jari/Amapá/Brazil. This is a social investigation, that uses for the recolección of data the observation participant and interview

semiestruturadas like source of investigation. The interviews are seen "like privileged form of social interaction" (MINAYO, 2016, p.60).

We understand that this next relation with the object of investigation is fundamental to allow the researcher to establish an interaction with the different actors that form part of this reality. Like this the observation participant can be understood "like a process whereby the researcher plants like observer of a social situation, with the purpose to make the scientific investigation" (MINAYO, 2016, p.64). The studio has like sample the masculine squad of futsal, composed by 20 students of the fundamental and half education, being able to be identified in the work like student A, B, C, D, And, F, G, H, I, J, K, L, M, N, The, P, Q, R, S and T, with rank etária comprised among 12 to 17 years of age, that represented the Provincial School Sônia Henriques Barreto and the State of the Amapá, among the years of 2015 to 2018, in the School Games of the Youth. They form part of the investigation, four professors of physical education, identified in the work like professor To, B, C or D, that accompanied this selection. From the speeches and of the bibliographic investigation of books, official documents and scientific articles delineate perspectives on the value of the school sport in the public school. This accompaniment research do reflections and possible contributions that help our professionals of the physical education in the development of practices very oriented and based that they stimulate the students to interact críticamente with his half, transforming realities, doing them protagonists of his own history.

#### THE PHENOMENON DEPORT WHILE PRACTICAL SOCIAL

We can affirm that in the Physical Education Pupil there are correct or wrong forms to practise sports? Or that determinate didactic applied to the sport provides better learning to the detriment of the others? If we analyse the concept of sport of form restricta, will have a sport in the school limited the estereótipos gone back only the competition, to the performance, and the exaltaçãOr or of the tall skills motoras (Bracht apud Kunz, 2014, p.67).

To our see the different conceptions of sports educacional, performance and of leisure are not antagonistic or owners of an only truth. By the contrary, this variety of actions and pedagogical instruments that each one possesses is to the disposal of the institutions educacionais no like magic formulas to resolve the daily clashes of the schools, but especially, to supply theoretical and practical elements that collaborate to improve the quality of the process of education-learning. This concept restricto of sport is leaving progressively to occupy the school space, to give place to a wide and social concept. The concept of sport defended in this investigation is the wide concept of sport that allows to the student relate the learnings in physical education with his world of experiences, make new understandings and purposes for this thematic in the school stage.

The reference to the sport like social practice, comes to the meeting of the requirements of the current curriculum. In this context curricular, the social function of the school that refer us is to that make to the student the pedagogical reflection. The measure that the student aproia of the knowledge systematised and relates it with his experiences of life, he is able to change his reality (SOUND et al, 1992, p.27).

One of the supports of the social practice in the education is the social interaction. According to Boscatto and Kunz the social interaction "has to be treated pedagógicamente, or it was, it is a subject that has to be organised of form intencional in the didactic actions-methodological of the Physical Education pupil" (BOSCATTO and KUNZ, 2012, p.1036).

Of this way, will accost in the school the content deport like integral part of the corporal culture of the movement, in "a conception of school curriculum linked to a political project-pedagogical, where stands out the social function of the Physical Education of the school" (SOUND et al, p.23) it was really planted in practice.

To the long of his insertion curricular disciplines it Physical Education suffered the influences of the varied boardings ádvenas that created "roots" in the public system of education, doing more complex this breaking with traditional methods that priorizam the ensinamento of the practice by the practice, descontextualizado with the daily of the student.

To accelerate this change of conception of the physical education and do it a pedagogical discipline, the half academicians mainly in these last two decades has debated and constant transformations and adaptations in the pedagogical action to teach in the school. For this construction of the action educacional has to be socially reglamentada by the interaction among educators and educandos, where both have to be considered subjects in this action.

Desala Form, the construction of the knowledge in disciplines it physical education is continuous and no a ready product and finishing that can be determined to all the institutions of the same form. For the boarding emancipatória the student has to be stimulated to create-go back to create-talk-part-talk-solve situations problem inside the practical corporais, since for this are him given pedagogical subsidies that stimulate this association society-culture-deport-education.

We split of the principle that "be critical is to be able to question, to talk and to offer different responses to the own cuestionamiento, and only it can really question and answer on that in that it is corporally wrapped" (GONÇALVES apud KUNZ, 2006, p.84).

Value the corporal culture of movement requires planning, commitment, work in squad among educational-students-pedagogical coordination, according to Gonçalves "the actions planned have to be continuous, or was, they need to be seen again and again planned. The planning can not be separated of the action, having to always respect the state of maturaçãor and experience of the students" (2006, p.178).

The problematizaçãor of the education evidenciada by the author favours important appearances like the meaning of the individual and community, the responsibility in the process, the vivencias and subjective experiences of the participants with problems that have to be confronted in the learning engine, mediated by "the act communicative" (KUNZ, 2014, p.76).

Of this form, present the commitment of the Physical Education with the social appearance and politician of the sport. This understanding expands the conception of sport further of the four lines of the apple. In the measure in that it approximates the school community, and spends them to expand his horizons and to prepare them no only for sportive life, as also to know and problematizar situations of the own life in society.

#### OF THE THEORY TO THE PRACTICE: THE SPORT LIKE PEDAGOGICAL

Tool A bit of the Sportive Games Sônia Henriques Barreto (JEHS)

The School Sônia Henriques Barreto is the most ancient school of the municipality of Laranjal of the Jari/Amapá. In spite of his more than 40 years of operation and provision of services to the community of "the Riba", can say that his relation with the sport is recent.

It was only in 2014 that the sport won space in the Pedagogical Political Project of the school. The Project was called of Sportive Games Sônia Henriques Barreto (JEHS). The project was elaborated by the squad of four professors of Physical Education of the school, of which two still continue like effective professors in this institution of education.

It IS important to highlight the environment in which it is inserted the School Sônia Henriques Barreto. The region of "the Riba", is located to the margins of the river Jari. The history of disordered occupation of the margins of the river is

intrinsecamente connected the installation of a factory of cellulose of the side paraense of the river that serves of border among the states of the Pará and Amapá.

A lot of unemployed immigrants and with no conditions to return his earth of origin were to the few colonising the margin of the river, in which it did according to the IBGE the main favela fluvial of the world.

The city of Laranjal is built, to a large extent, on the river Jari. Laranjal Of the Jari is daughter of the river Jari... People come of different places, with diverse histories, built the third margin of the river Jari and on her ergueram his houses, his palafitas. On-they live in the Jari: in her – in the third margin of the Jari – families find and lose , approximate and move, in a mobility and temporalidade that guarantee his permanence, his existence, his survival (CLARETO, 2003, p.29).

It IS in this singular space that reside the students of the school Sônia Henriques Barreto. These youngsters and adolescents bring in his history of life a lot of referential “of space, of time, of amour, of hate, of violence, of abandonment, of pleasure [...]” (CLARETO, 2003, p.29) that entrelaçam with the history of the city.

One of the arguments so that the school did not have sportive projects in the school was the fear that the violence, already present in the surroundings of the school, could adentrar to the internal environment of the school. A quota of the educational and agents saw with distrust the inclusion of the sports like pedagogical tool, as they dreaded that the direcionamento of the project brought disorder and indiscipline to the school environment.

It was in this environment of distrust that made the first JESH of the School Sônia Henriques Barreto. In the principle, opened the community, could say as it relates the professor To “all the Riba could fit in the apple that week of Games, students, ex-students, parents, friends, community, all came to prestigiar the school”.

The main idea of the Project JEHS was to promote the sport in all his “sportive dimensions, afetivas, cultural, inclusivas and social” (PPP, 2014, p.22). This project was not only of disciplines it Physical Education, but, especially interdisciplinar. A project of this magnitude wraps managing, professors, pedagogical coordination, operarios, students, volunteers and too much organs requisitados like military police and firemen.

In these five already executed editions from 2014 until 2018, the Project JEHS already “ desconstruiu and reconstructed many times” as it affirms the professor B. The professor related “that these years neither everything ran always like the expected, had very work to win the resistance of a lot of mates that did not believe in the success of the project”.

This same professor in one of his speeches resumió of form esplendorosa the amour that has by the profession “in spite of the adversities, am a professional made, the week of the Games is indescritível, i seat me very thrilled in being able to provide this moment of socializaçãor for these boys that are so carentes no only of money, but also of affection”.

It IS of this environment polissêmico, that this article proposes to present an example, very-sucedido of the school sport in the Provincial School Sônia Henriques Barreto. In this sense, can not establish a vision of sport restricta to an only dimension, or develop a work descontextualizado of the social reality of these students.

The understanding of the sport like social phenomenon goes in the sense to promote a práxis “educational like a phenomenon of social intervention that presents some specificities, needing of discussion and theoretical deepening” (BOSCATTO and KUNZ, 2012, p.1032).

In this sense, the sport like pedagogical tool in the education physical education can not be seen like “a vehicle of transmission/reproduction of the sport” (FREE, 1996, p.08). It is not a simple task, break years of a culture hegemônica of sport of performance. This dialogue of the physical education with the school, has to be in permanent construction and debate.

In half to so many challenges in the public system of education, the sport plants how alternative of able content to provide experiences that can serve to form youngsters more autonomous, critics, responsible, perseverantes, solidarios and conscious of his paper of citizen.

Each school has autonomy to orient his plannings, needs of prowess to exit of “the zone of conforto” and assume his quota of responsibility for meioria of the quality of the education. For Fink “fits to the professor to the responsibility to do his educational classes, motivantes and prazerosas to the students. It IS precise to observe the methodology that is being used, considering all the possible means” (FINCK, 2011, p.44).

The changes in the EF can not remain restrictas the theory and to the academic environment, they have to influenciar the practice and arrive definitively the schools. It costs to highlight, the importance of the strategies and innovative methodologies, that are gone back to form a critical student, autonomous, engajado socially, able to create/go back to create/act in his reality.

#### THE YOUNGSTER HOW PROTAGONIST OF HIS OWN HISTORY

From the JEHS new horizons and doors opened for the students of the school Sônia Henriques Barreto. From the promotion of sportive activities initiated in 2014, a lot of students, boys and adolescents felt motivated to take part of the classes of physical education. Concomitant to this euphoria generated by the JEHS, goes in in the diary of the provincial schools one of the big national investments to discover young talents in the schools, Ilama-School Games of the Youth, where the institutions of public and private education contest diverse sportive modalities, with the aim to promote “the wide mobilisation of the youth estudantil Brazilian around the sport” (BRAZIL, 2017, p.06).

It Is a magnificent program that has like aim “boost the practice of the sport in institutions of education” (BRAZIL, 2017, p.06). Each school has autonomy to adhere or no to this program. In this sense, can say that the school Sônia Henriques Barreto is a privileged school in the sense to be the only school of “the Riba” to possess a sportive apple.

One of the fruits of the Internal Games of the School Sônia Henriques Barreto was surgimiento of a squad of boys that jugueteaban of futsal in the classes of physical education. With the work in squad developed by the s professors of physical education of school SHB, was possible to organise a competitive squad, but especially joined by the sport.

This squad of futsal, formed by humble students, however warriors, gathers of simple form, the motives of the need to develop projects differentiated of sport in the public school. If it does necessary to span all the publics that composes a school community.

This squad in particular, showed during these five years in that they were under the orientation of the professors of physical education, maturity, responsibility and qualification that will spend for the rest of his lives.

The experiences lived and enjoyed in squad, were countless. Those will be in his memories afetivas and will form part of his history of life. Among so many motives that defend the sport relates the professor C “in the superación of the difficulties, that were many during these years, fault of support, of money, of material, but that they were surpassed by our conquests”.

Another important appearance that deserves to be mentioned is the confidence that the parents of these students deposited in the squad of education of physics. This narrowing professor-student-family is essential for the good course of the project. To the long desales years were built bows of friendship, confidence and respect among the wrapped, feelings for all the life.

To través desale squad and of the sport these boys had opportunity to travel and know other cultures, expand his knowledge of life and of experiences of convivencia, live moment that will remain saved for ever in his memory afetiva. We can say that these youngsters did protagonists of his own history.

#### FINAL CONSIDERATIONS

The challenge imposed to the physical education to adapt to this new society is immense. With this, longs for that the students are able to develop able qualifications to create and go back to create his own reality. In this context, comprises that the learning is not a static process, but that it has to become to the long of the life of the individual, and in that walk the school has a paramount paper, as well as the comprometimento and the responsibility with the process education-learning of the educating.

Through this studio buscou- abet the debate and the reflection on the ótica of as the sportive practice is view by the student and by the professor of physical education, relating it with the social reality amapaense, especially in the municipality of Laranjal of the Jari. It perceived that the educational confront a lot of difficulties in the development of a work like east, because of the fault of investments, inherent of the public schools in Brazil and in concrete in the State of the Amapá. I improvise it still it is used like a constant in the education of disciplines it physical education. The lack of material resources, infrastructure, pedagogical and didactic support constitute big lacks and obstacles for an education of quality. But, in this context, have the professor that in spite of the difficulties struggles fiercely in the daily of the school to legitimate and apply his experiences.

The different sports and his vivencias produce a gamma of experiences in the school and social life of the student and, therefore, have to be explored and incentivados, for incentivar the social inclusion and the citizenship.

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#### THE SPORT LIKE SOCIAL PRACTICE: REFLECTIONS AND CONTRIBUÇÕES OF THE SCHOOL SÔNIA HENRIQUES BARRETO FOR THE SYSTEM OF PUBLIC EDUCATION IN THE MUNICIPALITY OF LARANJAL OF THE JARI/AP

This article has the aim to reflect on the value of the sport in the school field and the use of east like an important tool while practical pedagogical, from the experiences of the selection of futsal of the Provincial School Sônia Henriques Barreto, located in the Municipality of Laranjal of the Jari/Amapá. The investigation presents like a continuous work that visa accompany the work developed in this institution of education, In the perspective to boost the sport like social practice in the pubic schools amapaenses, motivating increasingly professors and students to incentivar this modality. The importance of the work is in doing reflections and contributions on the use of the sport like able pedagogical tool to teach further of the ginásios sportive, In the measure in that it discerns a committed physical education with the social reality of the subjects, able to promote a physical education pupil of quality in the public net amapaense. The methodology consisted in a qualitative investigation, through a studio of case, with twenty students of the fundamental education in the School Sônia Henriques Barreto and four professors of the effective picture of physical education, That form part of the net of provincial education amapaense. The recolección of data used was the technician of the participatory observation of the coachings, meetings with the parents of the students, classes of physical education, games in municipal tournaments, provincial and regional that became during the period that the students were taking part of the School Games in 2018, as well as interview semiestruturada with professors and students. For the embasamento theoretical buscou-if articles, seen again, photos and videos of the championships that could esclarecer and provide new horizons in the process of education-learning in physical education.

Keywords: Sport; pedagogical Practice; social Practice.

#### LE SPORT CÔME PRATIQUE SOCIAL: RÉFLEXIONS ET CONTRIBUÇÕES DE L'ÉCOLE SÔNIA HENRIQUES BARRETO POUR LE SYSTÈME D'ENSEIGNEMENT PUBLIC DANS LA COMMUNE DE LARANJAL DU JARI/AP

Cet article il a l'objectif de refléter sur la valeur du sport en le milieu scolaire et l'usage de cet aussi bien qu'un important outil tant que pratique pédagogique, à partir des expériences de la sélection de futsal de l'École Provinciale Sônia Henriques Barreto, localisée dans la Commune de Laranjal du Jari/Amapá. La recherche se présente aussi bien qu'un travail continu que visa accompagner le travail développé dans cette institution d'enseignement, dans la perspective de promouvoir le sport aussi bien que pratique sociale dans les écoles públicas amapaenses, en motivant de plus en plus professeurs et élèves à encourager cette modalité. Dans la mesure en que vislumbra une éducation physique engagée avec la réalité sociale des sujets, capable de promouvoir une éducation physique écolière de qualité dans le réseau public. La méthodologie a consisté à une recherche qualitative, à travers une étude de cas, avec vingt élèves de l'enseignement fondamental et meso dans l'École Sônia Henriques Barreto et quatre professeurs du tableau effectif d'éducation physique, que font partie du réseau d'enseignement provincial amapaense. Pour recolección de données utilisée a été la technicienne de l'observation participative des entraînements, réunions avec les pères des élèves, classes d'éducation physique, jeux en des tournois municipaux, provinciaux et régionaux que sont devenu pendant la période que les élèves ils étaient en train de participer des Jeux Scolaires en 2018, Ainsi qu'il interviewe semiestruturada avec des professeurs et des élèves. Pour l'embasamento théorique buscou-si articles, revues, photos et vidéos des championnats qu'ils pussent tirer au clair et fournir des nouveaux horizons dans le procès d'enseignement-apprentissage en éducation physique.

Mots clef: Sport; Pratique pédagogique; Pratique sociale.

#### EL DEPORTE COMO PRÁCTICA SOCIAL: REFLEXIONES Y CONTRIBUÇÕES DE LA ESCUELA SÔNIA



**HENRIQUES BARRETO PARA EL SISTEMA DE ENSEÑANZA PÚBLICA EN EL MUNICIPIO DE LARANJAL DEL JARI/AP**

Este artículo tiene el objetivo de reflejar sobre el valor del deporte en el ámbito escolar y el uso de este como una importante herramienta mientras práctica pedagógica, a partir de las experiencias de la selección de fútbol de la Escuela Provincial Sônia Henriques Barreto, localizada en el Municipio de Laranjal del Jari/Amapá. La investigación se presenta como un trabajo continuo que visa acompañar el trabajo desarrollado en esta institución de enseñanza, en la perspectiva de fomentar el deporte como práctica social en las escuelas públicas amapaenses, motivando cada vez más profesores y alumnos a incentivar esa modalidad. La importancia del trabajo está en hacer reflexiones y contribuciones sobre el uso del deporte como herramienta pedagógica capaz de enseñar más allá de los gimnasios deportivos, en la medida en que vislumbra una educación física comprometida con la realidad social de los sujetos, capaz de promover una educación física escolar de calidad en la red pública. La metodología consistió en una investigación cualitativa, a través de un estudio de caso, con veinte alumnos de la enseñanza fundamental y meso en la Escuela Sônia Henriques Barreto y cuatro profesores del cuadro efectivo de educación física, que forman parte de la red de enseñanza provincial amapaense. Para recolección de datos utilizada fue la técnica de la observación participativa de los entrenamientos, reuniones con los padres de los alumnos, clases de educación física, juegos en torneos municipales, provinciales y regionales que acontecieron durante el periodo que los alumnos estaban participando de los Juegos Escolares en 2018, así como entrevista semiestructurada con profesores y alumnos. Para el embasamento teórico buscó artículos, vueltas a ver, fotos y vídeos de los campeonatos que pudieran esclarecer y proporcionar nuevos horizontes en el proceso de enseñanza-aprendizaje en educación física.

Palabras clave: Deporte; Práctica pedagógica; Práctica social.

**O ESPORTE COMO PRÁTICA SOCIAL: REFLEXÕES E CONTRIBUIÇÕES DA ESCOLA SÔNIA HENRIQUES BARRETO PARA O SISTEMA DE ENSINO PÚBLICO NO MUNICÍPIO DE LARANJAL DO JARI/AP**

Este artigo tem o objetivo de refletir sobre o valor do esporte no âmbito escolar e o uso deste como uma importante ferramenta enquanto prática pedagógica, a partir das experiências da seleção de futebol da Escola Estadual Sônia Henriques Barreto, localizada no Município de Laranjal do Jari/Amapá. A pesquisa se apresenta como um trabalho contínuo que visa acompanhar o trabalho desenvolvido nesta instituição de ensino, na perspectiva de fomentar o esporte como prática social nas escolas públicas amapaenses, motivando cada vez mais professores e alunos a incentivar essa modalidade. A importância do trabalho está em fazer reflexões e contribuições sobre o uso do esporte como ferramenta pedagógica capaz de ensinar para além dos ginásios esportivos, na medida em que vislumbra uma educação física comprometida com a realidade social dos sujeitos, capaz de promover uma educação física escolar de qualidade na rede pública. A metodologia consistiu em uma pesquisa qualitativa, através de um estudo de caso, com vinte alunos do ensino fundamental e médio na Escola Sônia Henriques Barreto e quatro professores do quadro efetivo de educação física, que fazem parte da rede de ensino estadual amapaense. Para coleta de dados utilizada foi a técnica da observação participativa dos treinamentos, reuniões com os pais dos alunos, aulas de educação física, jogos em torneios municipais, estaduais e regionais que aconteceram durante o período que os alunos estavam participando dos Jogos Escolares em 2018, assim como entrevista semiestructurada com professores e alunos. Para o embasamento teórico buscou-se artigos, revistas, fotos e vídeos dos campeonatos que pudessem esclarecer e proporcionar novos horizontes no processo de ensino-aprendizagem em educação física.

Palavras-chave: Esporte; Prática pedagógica; Prática social.