

123 - SOCIAL SPORT DIMENSIONS: SCHOOL CURRICULUM IN PERSPECTIVE

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Introduction

The National Curricular Parameters of Physical Education divides the content that will be covered in elementary education in three parts: the first deals with the knowledge of the body; the second on sports, games, wrestling and gymnastics; and the third on rhythmic and expressive activities (BRAZIL, 1998). In this work we will analyze how the second block, specifically the sport, has been discussed in the second segment of elementary school curriculum, considering its social implications.

Barbanti (2012, p. 57) defines sport as "an institutionalized competitive activity involving strenuous physical effort or the use of relatively complex motor skills, for individuals whose participation is motivated by a combination of intrinsic and extrinsic factors." Since the National Curriculum Parameters (1998, p. 70) consider the sport as "practices that are adopted official character of rules, organized into regional, national and international federations governing the amateur and professional performance."

Tubino (2001) points out that the sport had formerly not so much social value as today. There were restrictions on women, ie, there was a gradually brought down prejudice. According Tubino (2001), the sport had a friendlier bias for revenue and competition. Only since the 1960 new perspectives have appeared on the international scene, supported by UNESCO in 1976, which released the International Charter of Physical Education and Sport, defining sport as a sociocultural phenomenon. Thus, the sport began to experience a social bias, inclusive, marked by the right of persons with physical activity and collective experience. Emerged, for example, movements such as sport for all, which was to feature the practice by all contesting the sport facing the high yield. Considering the recent transformation in sports concept, in this article we analyze, from the NCP of Physical Education and a qualitative research, bibliographical social dimensions of sport and its presence in the curriculum of the second segment of elementary school.

The Social Dimensions of Sports

Tubino (2001) states that since the end of the twentieth century, new sports have been appearing and being practiced by many individuals because of social value that promotes the sport with socializing and pleasure. The author classifies the sport as a sociocultural phenomenon and divided into three social dimensions: educational sports, performance / income and leisure / share.

According to Maia (2010) sports education, the one facing the school context can include or exclude the student, depending on the pedagogical proposal. In fact, deleting is not the idea when thinking in the educational field, for the purpose of teaching activities should be socialization and affirmation of collective values. Thus, the purpose of educational sport should aim to include all students regardless of physical and social characteristics, providing in practice, the fun, socializing and playfulness.

It is noteworthy that sports education is to provide an educational perspective meaning, different from that facing the yield, which aims to prioritize performance. This difference becomes noticeable when the school takes part in or promotes school games and the Olympics, that instead of emphasizing the social dimension of sporting practice, ends up reinforcing the spirit of competition, as in the high level. Tubino (2001, p. 34) states that "the sport at school can be one of the most effective ways of developing youth sports practice as an indispensable social education in the development of their personalities and inponderable in their processes of emancipation."

Still on the sport in the school context, Soares et al. (1992, p. 49) states that:

We must rescue the values that privilege the collective over the individual, defend the commitment of solidarity and human respect, understanding what game you do "two", and that it is different playing "with" companion and play "against" the opponent. For sports program introduces the requirement for "demystified" it by offering, at school, the knowledge that will allow students to criticize him within a certain socio-cultural-economic-political context.

But the sport is facing the competitive emphasis on success and income, as in clubs, excluding the less skilled because of its selectivity (MAIA, 2010). This exclusion, according to the author, happens for different reasons and one of them is when the school participates in extracurricular championships, for example by making a selection to compete in the tournament.

Tubino (2001, p. 40) states that the performance sport "is a dimension that provides the sporting events, where a number of positive and negative social possibilities can happen." According to him, the performance sport is a practice that emphasizes the most capable, ie the sports talent. Apart from this negative effect, to exclude the least skilled in modern sport there are others like: prejudice against women in sports; the use of prohibited substances to gain strength; corruption; aggression during sports practice; and the premature onset of children and adolescents in competitive sports.

Nevertheless, the performance sport not only has negative traits. It also has its good points as "a factor of tourism generation; to be known as a cultural activity, it will always be a means of national progress and international exchanges; and exerts great influence on popular sport" (TUBINO, 2001, p. 41).

Already participatory sport turns more to the practice in his spare time, without compromise, just for the simple pleasure of playing, unlike competitive in the practitioner should think about outcomes, ie in victory. It is a practice that promotes the satisfaction of those who perform, with no obligations to the high level (TUBINO, 2001).

Tubino (2001, p. 39) also states that "participation is considered an essential aspect of any democratic process." It points out that this kind of sport is one of the social dimensions that promotes the enjoyment of all participants in a playful and uncompromising way.

But after all, what stage children should start practicing sports? It is a question that generates conflicts and disagreements between some authors, as some think the early start, generates harm for children.

Kunz (1994), cited by Maia (2010, p. 1), lists some losses early initiation into performance sports such as:

Poor schooling due to high demand in following successful sports career; the unilateralização a development that should be plural; reduced participation in activities, fun and games the children's world, essential for personality development in childhood; and of course, also both physical health as psychic are reached in early specialized training.

Already the idea of another author on the sport initiation, according Gaya, Torres and Balbinotti (2002) cited by Tsukamoto and Nunomura (2005, p. 161) is that:

The initiation can occur at any stage of development in childhood, since the motor, cognitive, affective and social characteristics are respected pedagogically appropriate situations. The authors stressed also the importance of the sports initiation not aimed at immediate results, early specialization, the selection of talent nor exclusion. The literature emphasizes that the child has the potential for sports, since its characteristics are respected and do not require results beyond those she can get.

Thus, according to Oliveira, Filho and Elicker (2014), learning the techniques and rules in sports initiation for children should occur in a simple, gradual and fun way so they can understand the nature of certain sport with no charges as in specialization. It is important to mention that in addition to sport, work values promotes the construction of new ones.

According to Oliveira, Filho and Elicker (2014), the physical education teacher is also responsible for learning values in the classroom. He, through sports practice, should guide students about the importance of physical activities for health promotion in order that the work be done by all, without any exclusion and prejudice in learning and development of children. Often, children with difficulties to perform physical activities are afraid, afraid of making mistakes, thinking that friends will make fun if they can not. Therefore it highlights the importance of professional intervention, explaining that making mistakes is part of learning, so that students feel comfortable and confident to carry out the activities, regardless of the error (OLIVEIRA; FILHO; ELICKER, 2014).

Sport is one of the issues treated in school practice, intensifying in the second segment elementary school, where students now have more contact with the different sports such as futsal, handball, basketball and volleyball, learning their techniques (Soares et al., 1992). However, the teacher comes up against some difficulties in their daily lives, such as lack of material to carry out the work and the lack of physical space in school.

Even with so many difficulties, we must encourage the student to practice some kind of sport out of school, a beneficial habit for maintaining health and fighting diseases such as obesity. Currently, there are social projects offered by the government to provide regular physical activity for children and adolescents, aiming to involve young people, giving them options other than to marginality. It is intended that the practice of sports may contribute to the formation of healthy and active citizens in society (OLIVEIRA; FILHO; ELICKER, 2014; VIANNA; LOVISOLO, 2011).

These studies reveal the need to understand how the sport has been incorporated into the physical education curriculum of public schools, especially in the second segment of elementary school. For this, we conducted a literature search, as we shall see in the next section.

Methodological Approach

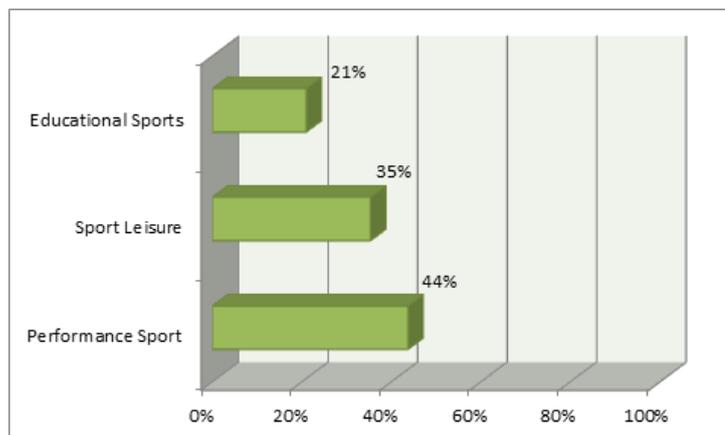
During 2015 we conducted a qualitative research (NOVIKOFF, 2010) bibliographic nature (SEVERINO, 2007) the bench theses of Higher Education Personnel Improvement Coordination (HEPIC), seeking to know other studies of sport in school physical education. The search was performed using the key words "educational sports", "leisure sport 'and' sport performance."

The procedures adopted consisted in finding and identifying dissertation abstracts and theses on the subject 2011-2014. After the search, the summaries were stored in a database and analyzed from the table model of Novikoff dimensions, in which the main elements of the summary are inserted from the title to the conclusions (NOVIKOFF, 2010).

The Emergence of Social Dimensions of Sports

We find in the thesis database of CAPES, timeline in which the research was conducted, 167 scientific productions of dissertations and theses, whose investigations have explored the theme of the social dimensions of the sport. Thus, the amount of production was analyzed from the social dimension of sport in which studies have set out to argue, therefore, it could be identified that 73 productions had the sport performance as a research object, 59 leisure sports and 35 referring the education. The percentage of the distribution made is illustrated in the chart below.

Graphic I. Distribution by size of scientific literature on sport



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SOCIAL SPORT DIMENSIONS: SCHOOL CURRICULUM IN PERSPECTIVE**ABSTRACT**

This the aim of this paper was to investigate the Brazilian scenario in which current state presents the scientific literature on the sports theme, under the light of the social dimensions of the sport. To achieve this goal we adopted a methodology of qualitative type of bibliographic nature. The results are that from the amount of Brazilian studies about the sport 44% approach the Performance Sport, Leisure Sport 35% and 21% Educational Sport. The article considered the Sport Performance as the most used as an object of study in the Brazilian scene, followed by the Leisure Sport and Education.

KEYWORDS: Curriculum; Sport; Social Dimensions.

SOCIAUX DIMENSIONS: SPORT SCOLAIRE CURRICULUM EN PERSPECTIVE**Résumé**

Ce dans le but de cet article était d'étudier le scénario brésilien dans lequel état actuel présente la littérature scientifique sur le thème du sport, sous la lumière de la dimension sociale du sport. Pour atteindre cet objectif, nous avons adopté une méthodologie de type qualitatif de nature bibliographique. Les résultats sont que de la quantité d'études brésiliennes sur le sport 44% approcher de la performance sportive, Loisirs Sport 35% et 21% pour l'éducation Sport. L'article considéré comme le Sport Performance comme le plus utilisé comme un objet d'étude dans la scène brésilienne, suivie par le Loisirs Sport et de l'Education.

MOTS-CLÉS: Curriculum; Sport; Les Dimensions Sociales.

DIMENSIONES DEL DEPORTE SOCIAL: CURRÍCULO ESCOLAR EN PERSPECTIVA**RESUMEN**

Este el objetivo de este trabajo fue investigar el escenario brasileño en el que estado actual presenta la literatura científica sobre el tema de los deportes, bajo la luz de la dimensión social del deporte. Para lograr este objetivo hemos adoptado una metodología de tipo cualitativo de carácter bibliográfico. Los resultados son que a partir de la cantidad de estudios brasileños sobre el deporte 44% se acercan al deporte de rendimiento, Ocio Sport 35% y 21% Deporte Educativo. El artículo considera el rendimiento deportivo como el más utilizado como objeto de estudio en la escena brasileña, seguido del Deporte Ocio y Educación.

PALABRAS CLAVE: Currículo de; Deporte; Dimensiones sociales.

EPISTEMOLOGIA DAS DIMENSÕES SOCIAIS DO ESPORTE**RESUMO**

O presente o objetivo do presente artigo foi de investigar no cenário brasileiro em qual estado atual se apresenta a produção científica sobre a temática esportiva, sob à luz das dimensões sociais do esporte. Para atingir tal objetivo adotou-se uma metodologia do tipo qualitativa de cunho bibliográfico. Os resultados encontrados são de que dentre o montante de estudos brasileiros sobre o esporte 44% abordagem o Esporte Performance, 35% o Esporte Lazer e 21% o Esporte Educativo. O artigo considerou o Esporte Performance como o mais utilizado como objeto de estudo no cenário brasileiro, seguido do Esporte Lazer e do Educativo.

PALAVRAS-CHAVE: Currículo; Esporte; Dimensões Sociais.