

88 - THE GYMNASTICS IN THE SANTO AGOSTINHO SCHOOL IN BELO HORIZONTE: A PEDAGOGICAL PROPOSAL⁷.

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INTRODUCTION

The Gymnastics has been pointed by lots of authors, (SOARES et Al 1992; AYOUN, 2003)¹⁰ as one of the legitimate contents to of being treated by the school Physical Education. Comprehend the pedagogical possibilities of the Gymnastics and at the same time propose its systematization inside a critical approach of education and of Physical Education and teaching is a great challenge. In this tension between that is intended and proposes the literature and that that teachers inside a specific reality with embodied students give account of accomplishing, is just that arises the question of this work: What to propose for the gymnastics teaching at school, in the perspective of the "pedagogical optimism".

The practical expression optimism was used by Elenor Kunz (1994) to oppose to "decade accusations and theoretical pessimism of 80 and 90. It wanted, that author, stimulate real and concrete changes, so much in the teaching conception, how much in the of content and method. They would be those actions with changes real possibilities in the teachers' pedagogical practice of Physical Education.

THE GYMNASTICS – BUILDING WAYS IN THE SANTO AGOSTINHO SCHOOL -BH

The Gymnastics always was present in the history of the Physical Education inside from Santo Agostinho School . However, your goal always was linked to the sporty initiation. We prepared our students and pupils for a future participation in teams of competition.

The base of the Physical Education in the first series, including the Infantile Education was for psychomotor. In this conception, we left of the principle that in the experiences diversity lived by the children, would be providing the outlines motors increase. It would be in the actions multiplicity that resided the stimulus to if creates new standards motors. In the "natural activities" with assist it of equipment and available materials, gave an emphasis in the affective aspects and motor. The goal was to develop necessary abilities for the promptness in school learning, the problems solution, the acquisition of hygienic habits, respect attitude to the rules and limits and the close to the school work community.

At the beginning of the years 2000 it initiated a systematization process of the Pedagogical Project of the Physical Education of CSA-BH and with he opened space for Gymnastics existence new possibilities. In this period, the speech of the Physical Education as knowledge area instigated the teachers seeks her in the everyday practice, the materialization of this possibility. The forms as we came working the Gymnastics and the other corporeal practices were being problematized. The importance and the need to systematize your knowledges became to make part of the preoccupation of those that were directly involved with the Physical Education teaching¹¹.

We had as objective resizing of the Gymnastics teaching for reference of the Corporeal Culture of Movement. We are calling corporeal culture of action the set of corporeal practices built by the man along his history, representing values and cultural principles of a society. We are not talking about any practice, but the ones that are inserted in the field of the Physical Education such as the Gymnastics, the Dance, the Sport, the Fight, the Game, the Joke. That concept or new possibility to board the teaching of the Physical Education was developed initially for a teachers' group of Physical Education (COLLECTIVE OF AUTHORS, 1991) and also for Elenor Kunz (1994). These ideas were deepened and argued afterwards in goods and congresses for teachers of the whole Brazil.

The gymnastics treatment as action corporeal culture theme implied the change of a paradigm. That carried teachers' group from Santo Agostinho School to be made an effort more and more in the studies seeking a pedagogical orientation that of this account of doing this transition.

We feel the need to modify the form as the content still was treated. Among some measured highlight the Gymnastics place review in the program. That content taught in some series needed to be reformulated, because of the form as I had been worked, was not attending to the interests and needs to students and pupils.

⁷Adaptation of the Conclusion of the Specialization Course in Methods of Elementary and Middle East (co-authors Maria Ines de Menezes and Costa Ayub Miryam Lucia), presented in Belo Horizonte to CEPENMG/2006.

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¹⁰Soares et all in your Teaching book Methodology of Physical Education, in the chapter 3, dedicates 5 pages to the "gymnastics" justifying her as one of the knowledges that treatment the Physical Education. Eliana Ayoub in his general book "Gymnastics and school Physical Education" presents the gymnastics geared to school, relating the gymnastics pleasure and integrity possibilities with the new meanings attribution for the construction of a transformer practice. Shavon Nista-Piccolo and emphasize that there is a shy giminês development of procedures performed at the school. Parra-Rinaldi and Paoliello understand that one way to legitimize the gym as knowledge in school is dealing with the general fitness.

¹¹Contributed for the enlargement of our body conception, Physical Education and of the gymnastics, the studies meetings that we kept with the consultants Eustáquia S. de Sousa and Leila Mirtes. As well, some teachers accomplished the specialization course in the Education Physics Teaching – PUC-Minas.

To the structure the teaching program leave initially of the principles discussion that would go to direct him. For the Gymnastics teaching establish as basic principles “the body conceived in its totality” and “for playfulness as essence of the corporeal existence”¹².

We leave of the principle that our world “is always a lived world, that we live and, for this reason, the action that we accomplish cannot be understood as a simple reaction for stimulus and in consequences of determined forces or energies” (KUNZ, 1994).

Being our action a dialog with the world, it is essential the comprehension that the one that action has and is a body. It is present in front of us a child or a teenager in his integrity, that includes their fears, shames, wishes and expectations with what is being presented. The relation of this student with the knowledge will be favored from the moment in which for playfulness is permeating all the class moments. For that, it is important the creation of a satisfaction environment, happiness, sensations of “getting”, more than of failure experiences. The student needs a space to play with his own body, with colleague’s body and with the equipment that is being used, in this interaction arises the confidence, the new movements, new experiences.

After the principles guiding definition, we did an organization option that uses the categories: Thematic axis, Themes, Teaching Topics, Competences and Abilities to for attend better to our goals. Thus the Gymnastics teaching was structured of the following way:

CHILDREN EDUCATION			
THEME: GYMNASTICS			
COMMON BASIC CONTENTS			
Soil gymnastics and auxiliary devices - Gymnastics for All - Trampoline - Jumps, turns, swing and balance situations: Banks, transoms, elastic bed, mini-springboard.			
ABILITIES: - Identify the basic elements of the gymnastics - Identify affective sensations and or synaesthetics (pleasure, fear, tension, displeasure, stiffness, relaxation...) - Try the body multiple possibilities in the movements - Solve problems of the equilibrate, climb, jump, roll, rotate, balance, pack - Comprehend the collective and shared participation in the activities gymnastics			
FUNDAMENTAL TEACHING I (1st to the 4th series)			
THEME: GYMNASTICS			
COMMON BASIC CONTENTS			
TOPICS: Acrobatic gymnastics - General Gymnastics - Springboard Gymnastics - Basic jumps and balance and cooperation situations			
ABILITIES: - Know the characteristics of each modality gymnastics of studied gymnastics - Identify the basic elements of the gymnastics - Identify individual limitations and overcoming possibilities by means of the gymnastics - Qualify the own movement - Try the body multiple possibilities in the gymnastics - Solve problems related to forms gymnastics evolving for more elaborated forms - Associate basic elements forming series gymnastics - Create small choreographies: Individual projects and practice/exhibition collectives at school and community - Recognize the gymnastics potential in the attitudes development and democratic values - Evaluate the collective and shared participation in the activities gymnastics			
FUNDAMENTAL TEACHING II (5th to the 8th series)			
THEME: GYMNASTICS			
COMMON BASIC CONTENTS			
TOPICS:			
5th series: Gymnastics Soil Balance beam	6th series: Trampoline	7th series: Gymnastics for all	8th series: Circensian gymnastics
Basic stances: extended / group Away / carpado Balance beam displacements bearings half pirouette, pirouette Hops Soil: bearings stars inverted positions Help and protection	Trampoline: It sits down - in foot Half pirouette, pirouette Frontal kitten Little mortal kitten Little mortal Minitrampoline: Extended / grouped Remote / carped Half pirouette Pirouette Little mortal Tumbling: Rollings Stars Rounded Stopped, bridges Help and protection	Gymnastics for all: body elements; space exploration; management apparatus; Choreography: collective work valuing the construction process; ownership of various manifestations of culture body. Help and protection	Circensian gymnastics: Circus history Balances Jugglery New releases Climb in the rope Climb in the fabric Trapeze jump rope Giraboló Leg-of-stick Help and protection
ABILITIES: - Know the history and the characteristics of each modality Gymnastics - Identify the basic elements of the Gymnastics. - Identify individual limitations and overcoming possibilities by means of the Gymnastics. - Qualify the own movement. - Try the body multiple possibilities in the movements. - Solve problems related to forms gymnastics evolving for more elaborated forms - Associate basic elements forming series gymnastics - Create small choreographic evolutions: Individual projects and practice/exhibition collectives at school and community - Identify the Gymnastics potential in the attitudes development and democratic values - Recognize the corporeal possibilities in the circensian gymnastics - Evaluate the collective and shared participation in the activities gymnastics - Cooperate with colleagues and teachers - Be solidary with the colleagues: Assist / protect colleagues during the classes			

¹²Minas Gerais. Secretariat of Estado of Education of Minas Gerais. Curricular proposal of the Physical Education – 2005. The rest principles are: The corporeal practices as language; A schooling as time of rights existences; The democracy as citizenship exercise foundation. - The ethics and the aesthetics as principles guiding of the human formation.

AVERAGE TEACHING (1st to the 3rd year)		
THEME: GYMNASTICS		
TOPICS		
COMMON BASIC CONTENTS		
1st year:	2nd year:	3rd year:
Academy gymnastics	Gymnastics	Gymnastics
Pilates Elongation Relaxation techniques Activities endurance Activities of cardiovascular conditioning	Gymnastics: Solo, Acrobatics, Trampoline, Circense. Relaxation Gymnastics Academy	Gymnastics Laboral Gymnastics Aerobics Located gymnastics
ABILITIES: - Explore the basic elements of gymnastics. - Exploring ways circus. - Exploring ways of academia. - Implement the relaxation considering its benefits. - Understand various forms of academia. - Know the risks and benefits of Academy activities. - Know the history of Pilates. - Understanding the pilates considering its benefits. - Understand the difference between flexibility and stretching. - Implement relaxation techniques considering its benefits.		

PROBLEM OR POSSIBILITY?

To the board the "Gymnastics" inside a conception of different teaching than would be training, we verify that part of our problems regarding times, spaces, equipment and, especially, with the students was modified. The space lack, the lack of specific material, the students' physical heterogeneity, for example, are crucial elements inside a program that aims physical ability. However, inside the new approach they were relativized in some cases and, in another, took a new dimension.

The emphasis given to the Gymnastics by the media belongs to the revenue sport. This media action, in a way, intimidates students and teachers, because to the if they come across with a content that in its practice detains so many acrobatics and evolutions, stays the idea that only those students endowed of extreme motive competence will be able of accomplish the proposed actions. Moreira (2006), says that still remains the idea that that sport is of high technical level, composite of difficult execution elements, with purpose of competition or of demonstration, transforming the Gymnastics in "spectacular Gymnastics to Break with this Gymnastics representation and to show that the educational or school gymnastics has other objective is one of the first barriers the broken being.

We have high, thin, fat, insecure or too courageous students. We propose us to teach all and that implies in the methodologies application that can be attractive and challenging to all, and not experiences disappointing for the students by the high degree of technical exigency or of dexterity.

With regard to the spaces have nowadays a comprehension that the space communicates; Exhibition to who knows how to read, the job that the human being does of same (VIÑAO FRAGO, 2001). That space, whatever, can take different outlines of those that were initially imposed by a project. We can do of this space a place, gymnastics place. The gymnastics can happen in the patio, in the block cover, in the canteen patio, who is going to turn that space a "gymnastics place" are teachers and involved students.

Other factor refers to the materials. In an approach aiming the high performance, the gymnastics material specificity with regard to the weight, size and quantity represented a great complicating in the classes elaboration. The mattresses prices, mini-springboard, among other material, are unviable for most schools, however, the experience with the basic elements of the gymnastics can happen of other equipment or even of other material arrangements. We can cite as example crates, tires, boards, rope, among another.

A class for more than twenty-five students, administered by one only teacher, can present relative problems to the student's safety. When working with students' autonomy the teacher divides with them the responsibility of looking after by the care of each one, to attend to this purpose learn ways to as if work of certain form and to offer aid/protection to the partners. Already in the students' smaller groups is possible to work with subgroups. The teacher will give a special attention to the ones that are accomplishing some task that demands larger care, meanwhile, the others accomplish activities related to class theme.

We change our form of working with the lack of specific materials for the academy gymnastics practice from the moment that we comprehend that there is a difference between school gymnastics and the gymnastics accomplished in the academy. We agree that

If our goal is to enlarge student's knowledge about the different forms and the gymnastics different goals, so that he becomes autonomous in the exercise of its corporeality, the teaching cannot be a thoughtless repetition than in the academy is done: The teacher prepares the class, shows/encourages and the students execute the movements. The proposal, on the other side, is to present some of the forms of existing gymnastics in the academies and living them with goal of knowing your goals, their difficulties, contraindications, their benefits, the correct form of execute them and another options for its execution. In this perspective, will not be necessary to create at school the same environment of an academy or to acquire, necessarily, the same equipment (Teixeira, 2005).

The gymnastics in this perspective goes besides the exercises mere execution, but it will be problematized by the teachers. It is in the daily confronting of these matters that reside our larger advances. We seek answers that carry us to supplants them at the same time in which we wish "to enchant" our students and our pupils for the Gymnastics practice.

FINAL CONSIDERATIONS

Years 2005-2008 were crucial for the evaluation of the pedagogical proposal of CSA, like advance possibilities comprehend that the thematic axis "Gymnastics" inside the Pedagogical Project-2008, was very generalized. We have as goal modifies him, detailing him more, giving larger visibility to our conceptual goals and attitudiniais.

The constant change among teachers and the comprehension that can have to our praxis, it motivates us to advance. This proposed is not finished (if is just that some day will be!). We fight with our personal and collective limitations, but we believe that the pedagogical practice or even the teaching of the Physical Education does not follow and neither can follow models or revenues. They are the subjects involved in your do diary that can enlarges her and improves her, with a practice anchored in the

action-reflection-action.

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SUMMARY

This text presents the form as the thematic axis "Gymnastics" is proposed in the Pedagogical Project of Physical Education from school Santo Belo Horizonte's Little august. For being a present corporeal practice since the Infantile Education to the 3rd year of the Average Teaching proposed us to do an experience report on the ways that we thrash when changing the pedagogical treatment that I had been given to the gymnastics, as mere activity, for an approach that is supported in a literature criticizes of the Physical Education.

KEY WORDS: Gymnastics, school, basic education.

LA GYM À SAINT-AUGUSTIN BELO HORIZONTE: une proposition d'enseignement.

RÉSUMÉ

Ce texte montre comment le thème principal «gymnastique» est proposé dans le Programme d'éducation de l'éducation physique du Collège Saint-Augustin de Belo Horizonte. En pratique, ce corps depuis l'éducation préscolaire à la 3e année de l'école, nous avons décidé de faire un rapport d'expérience sur les chemins que nous foulons pour changer l'appareil éducatif qui avait été donné à la salle de gym, comme une activité simple, à une approche s'appuie sur une littérature critique de l'éducation physique.

MOTS-CLÉS: gymnastique, école, éducation de base.

LA GIMNASIA EN SAN AGUSTÍN BELO HORIZONTE: una propuesta educativa.

RESUMEN

Este texto muestra que el tema principal de "Gimnasia" que se propone en el Programa de Educación de la Educación Física Colegio San Agustín de Belo Horizonte. Como práctica este órgano desde la educación preescolar para el 3er año de la escuela nos pusimos a hacer un relato de experiencia sobre los caminos por donde transitamos para cambiar las vías educativas que se había dado en el gimnasio, como una mera actividad, a un enfoque se basa en una crítica de la literatura de la Educación Física.

Palabras clave: gimnasia, la escuela, la educación básica.

A GINÁSTICA NO COLÉGIO SANTO AGOSTINHO DE BELO HORIZONTE: uma proposta pedagógica.

RESUMO:

Este texto apresenta a forma como o eixo temático "Ginástica" está proposto no Projeto Pedagógico de Educação Física do Colégio Santo Agostinho de Belo Horizonte. Por ser uma prática corporal presente desde a Educação Infantil ao 3º ano do Ensino Médio nos propusemos a fazer um relato de experiência sobre os caminhos que trilhamos ao alterar o trato pedagógico que vinha sendo dado à ginástica, como mera atividade, para uma abordagem que se apóia em uma literatura crítica da Educação Física.

PALAVRAS-CHAVE: ginástica, escola, educação básica.

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