

104 - CONSIDERATIONS ABOUT THE PRESENCE OF SPORTS IN SCHOOL

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PRESENTATION OF THE SUBJECT:

This work is a literature review about some studies that endorse and punctuate the presence of sport in physical education. The presence of the sport in school is fact. Currently classes' subject the sport is loved by students and widely used by teachers.

The inclusion of sport in school, until his nowadays ascension occurred over a process, which divided the area professionals in defenders and against of sport being in school. We assume here, posture for the sport in physical education as an essential practice for the students.

THE SPORT AT SCHOOL:

Some authors found that the sport is hegemonic in school, Betti I, 1995; Darido, 1996; Silva, Neto and Rangel, 2007, and for this is the symbolic element of the physical education, Caviglioli, 1976; Betti I, 1999. Students show great fondness for physical education, and especially for sport content, Betti M, 1986; Lovisolo, 1995.

Silva, Neto and Rangel (2007) found that all teachers prioritized the sport as a physical education classes' subject, confirming the results found by Betti I, 1995 and Darido, 1996.

In the study of Lovisolo (1995), physical education was established between the three things that students like most in school, and more than 80% of students enjoy the activities proposed, based on assignments as practice sports and learn to compete. Betti M. (1986) found that physical education is the students' favorite subjective and sporting along with factors such as improved fitness and body development are among the core values and motivations of students for the physical education practice. Betti I. (1999) reports that students show a great identify the meaning of physical education with sport, is the finding of Caviglioli search (1976), in which 80% of students considered physical education through a sport perspective.

The sport allows students a feeling of constant motivation, which doesn't occur in other activities. So, second Lovisolo (2001, p. 112),

... if it is boring, if not thrilling, if not an activity against tedium and not situate in the horizon of the dreams of practitioners, you will have very few students in any system that values freedom of choice of school activities. If the proposed activity is boring and doesn't cross with dreams only a repression will make the students participate. If participation is determined by the obligation can get a response to absent presence, participation very small, with small 'p'.

SPORT AND PHYSICAL EDUCATION CONTENT OF SCHOOL

According to Silveira (2008) the sport is perhaps the content that best meets the specifications for the physical education work, this because the vast repertoire of possibilities and goals that are associated with it. According Lovisolo (2001 p. 112), "the sport deals with the esthetic, with tastes and emotions, body and sports performance".

"As a cultural practice of modern society, the sport is 'in school', yes, and it seems it will stay there. And why the sport wouldn't be in school? And, for this, strange would be it doesn't be there 'in school'." (VAGO, 1996, p. 11).

The sport presence in the school took place during a process, going from one context of discipline to a pedagogical one.

In middle of 1950 began to broadcast the sport in school, and has been fostered from the 1960s, because during the dictatorship the sport was used as a way for disciplining students.

This sport that in the dictatorship was used to discipline is nowadays adopted as a flagship contemporary social inclusion. To Belbenoit (in BETTI I, 1997), educators can't ignore the sport, and introducing the sport in school is to live the school with it time.

Porcher (in BETTI I, 1999, p. 27) reports that, there is no possible denying the important role of sport: "(...) there's no denying that the sport has become a social phenomenon, and no depreciation has a role social, and is constituted by pure physical activity".

To Da Costa (in PEIL, 1998, p. 35),

"Is that sport, like any cultural event, is subordinated to direction according with external intentions of the manifestation, always gaining new meanings. In other words, sport is a game of intrinsic meaning, but becomes extrinsic in varied form in time and space."

THE VIEW OF TEACHERS AND STUDENTS ABOUT THE SPORT IN SCHOOL:

Quite common are studies that dedicate to verify the teachers and students viewpoint about the presence of sport in physical education. Silva, Neto and Rangel (2007) studied the viewpoint of physical education teachers of school, while Caviglioli (1976) detected the viewpoint of students.

Silva, Neto and Rangel (2007) investigated physical education teachers about the use of sports in school: 60% of respondents said that the sport content helps in overall development, physical, cognitive and motor; then 50% responded that sport also includes respect for the rules (according to the interviewees implies: to respect your neighbor, respect limits and learn to compete and also to discipline students with detailed proposals for each sport); soon after, 30% of teachers reported that the sport in school contributes to students education, making them aware of the physical activity importance.

On another question (Silva, Neto and Rangel, 2007) about what the sport is positive, considering that 100% of respondents work with sports in school: The majority, 70% of teachers responded that cooperation is sport' best; 50% of respondents socialization stands out as a positive; 40% believe that sport teaches students to respect the rules, of sport and society (with the rules item also understood citizenship); 30% responded that the best in sport is the inclusion proportionate; And, 10% of respondents said the sport is a content that attracts students for physical education, ie, the classes whose content is any sport have students' adherence.

Caviglioli (1976 in BETTI I, 1999, p. 137) searched the students about the image left by the scholar physical education,

he saw that the students have good and positive image of physical education, and that "... they see a good thing in your practice, finding more freedom than embarrassment, more joy than sadness, more interest than annoyance, more beauty than ugliness, more pleasure than pain."

Caviglioli (in BETTI I, 1999, p. 137), believes that through sports:

The teenager finds his body, reduces tension, releases energy, learns to know each other, expresses and communicates, wins freedom that maybe, still there is repressed in the classroom or at home, and then realizes body and soul as a unit.

CONCLUSION:

It appears that, the sport is widely present in scholar physical education, his inclusion as content to discipline students, today is spread with the intention of providing to students knowledge beyond the scholar space.

The hegemony of sports contents in physical education classes is fact, what makes the sport widely studied and discussed. There are those who put forth alternatives to the sport, yes! There are those who argue that the sport is not given in a beneficial way in school, yes! However, when we see the studies done with students, we found that they show a great motivation and love for sports.

It's not likely to consider that the sport 'not being' in school, what must be done, is to assume the sport in school, and searching alternatives and different ways to promote it, as best as possible, so with that, students will continue to take positive memories of physical education.

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CONSIDERATIONS ABOUT THE SPORT PRESENCE IN SCHOOL

ABSTRACT:

The sport is a human phenomenon that is part of the society, practice in every places around the world and, is of sure, that the sport it's inside the school physical education. The sport is always theme of many studies around the school, for his pedagogic use. So it's useful elaborates a contribution whit a bibliographic search of the studies about this theme: the sport's presence in school. **KEY-WORDS:** sport – school – physical education

CONSIDERATIONS SUR LA PRESENCE DE SPORT DANS LES ECOLES

RÉSUMÉ:

Le sport est un phénomène humain et une partie de la société. Il y a des praticiens par tout le monde et il est aussi à l'intérieur de l'éducation physique chez école. Le sport fait l'objet de plusieurs études dans l'enseignement a propos de son utilisation pédagogique. En supposant que cette constatation, l'intention est de contribuer à une revue de la littérature de différentes études sur ce sujet: la présence du sport à l'école. **MOTS-CLÉS:** Sport - école - éducation physique

CONSIDERACIONES SOBRE LA PRESENCIA DEL DEPORTE EN LAS ESCUELAS

RESUMEN:

El deporte es un fenómeno humano que es parte de la sociedad, practicado en todo el mundo es evidente que el deporte es también en la educación física en la escuela. El deporte es el tema de muchos estudios en la educación por su uso pedagógico. Entoces, es útil hacer una revisión bibliográfica de los estudios sobre este tema: la presencia del deporte en la escuela.

PALABRAS-CLAVES: deporte - escuela - educación física

CONSIDERAÇÕES SOBRE A PRESENÇA DO ESPORTE NA ESCOLA

RESUMO:

O esporte é um fenômeno humano e parte da sociedade, praticado em todos os lugares do mundo e, é claro, que o esporte está também dentro da educação física escolar. O esporte é tema de diversos estudos na área escolar, pelo seu uso pedagógico. Assumindo tal constatação, este trabalho vem a contribuir com um levantamento bibliográfico dos estudos a cerca deste tema: a presença do esporte na escola.

PALAVRAS-CHAVES: esporte – escola – educação física

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