37 - EDUCATIONAL SPORT AS A MEANS OF PHYSICAL EDUCATION WITHIN THE SCHOOL SETTING

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INTRODUCTION

The relation between Physical Education and Sport seems to have started at the beginning of the century and has been consolidating over this period of time based on different premises at different times in History. From the 1920s and 1930s on, Sport has been gaining room inside society and, consequently, in Physical Education.

The relation between School Physical Education and Sport becomes more consistent with the influence of the "Generalized Sports Method", a French methodology disseminated in Brazil around the 1950s, which attempted to incorporate the sports contents into the methods used in Physical Education. This method represents a reaction against the old gymnastics methods, disseminated in Brazil till about 1945 (BETTI, 1992, p. 61).

The 1970s brings about the importance of physical fitness under the influence of the North American Kenneth Cooper with his "Aerobic Method", which was later adapted by Cláudio Coutinho for the preparation of the Brazilian National Football (Soccer) Team, winner of the 1970 World Cup in Mexico.

The increase in importance of physical fitness and the success in football (soccer) have clearly influenced Physical Education at school, prioritizing sports practice as well as physical quality tests and measurements.

Physical Education became mandatory and was included in the 1961 Guidelines and Basis Legislation (*Leis de Diretrizes e Bases*) for the elementary and middle school curricula up to the age of 18.

Betti (1992, p. 62), when reporting on Physical Education from 1946 to 1968, states that "In this period, official initiatives had a considerable decrease in this area. Nevertheless, an extensive reorganization of concepts and the ascending of the sports phenomenon started taking place in Physical Education in the country".

Although the French Method was preferred until the 1950s in Brazilian schools, in the post-war period a new process starts in Physical Education with the intention of a whole Education where Sport already had its own space.

This new process starts with the proposal of Physical Education encompassing a bio-social and physiological concept. It is possible to notice the onset of the importance of sports games in Child Education and Physical Education geared towards "social" and educational values.

When regarding Sport as a social phenomenon present in the entire society, it is necessary to make it clear which sports phenomenon will be approached. According to Tubino (1992, p. 18), Sport is manifested through three social dimensions: Education-Sports, Leisure-Sports and Performance Sports.

By Education-Sports it is understood that Sports are part of the School Physical Education, whose main aim must be directed towards citizenship with eminently educational contents.

The essential values in this Sports dimension is not only the winning of the fittest but the cooperation among participants, the autonomy shown in the teacher's construction and reconstruction of knowledge, and the creativity to experience different ways of playing with friends. All in all, it involves the possibility for change, which adds to a critical and active formation of the individual.

Education-Sports, according to Tubino (2006), is divided into Educational Sport and School Sport, both aiming at developing the sense of citizenship, the only difference being in their principles and in the objectives they add.

School Sport in turn is also geared towards competition and is referred to in other principles focusing on the promotion of the potential sports skills of each participant without losing sight of the formation of citizenship.

Educational Sports, referred to in social and educational principles, is a manifestation of Sport within the school setting which must be practiced by all students so that they may have the necessary educational experiences offered by Sport.

The Educational Sports issue can be conveniently understood from the Physical Education perspective, of which it can be an integrating part, since both can only be defined as to their connections with the Education process seen as a whole.

It is not sufficient, thus, to refer to, defend or consider that the essential factor in the development of the physical culture of a country is the integration of Sport to the school setting. Investigating the real meaning of this statement is crucial as well as the objective contents that are expected to circulate through a Physical Education process.

Based on these considerations, the problem lies exactly on making Educational Sport compatible with Physical Education at school. Although it may seem that this relationship exists, the issue has not yet been approached under the scientific perspective, and this may only be developed when seeking coherence among the social educational principles of Educational Sport and the objectives of School Physical Education.

METHODOLOGY

It is a descriptive study in which the method used was the survey. This method seeks to determine the practices present in, or opinions of, a specific population. As an instrument for the study, a general table or chart was developed indicating the principles of Educational Sport against the objectives of School Physical Education according to the World Manifest of Physical Education (2000), Seybold (1980) and Kunz (2001). Ten Physical Education experts were selected and they manifested their analysis in writing. When the reformulation was suggested, the experts indicated what items should be modified. These, when considered to be recurrent and/or pertinent, were accepted after critical analysis by the author. From this analysis, the final document was created.

PRESENTING AND DISCUSSING RESULTS

The following chart was analyzed and validated by a commission of experts with the objective to check and establish the relations between the principles of Educational Sport and the objectives of School Physical Education, according to some renowned authors.

Chart 1 shows the relationship between the principles of Educational Sport, according to Tubino (2006), and the objectives of School Physical Education at school, according to the World Manifest of Physical Education (FIEP, 2000), Seybold (1980) and Kunz (2001).

CHART 1 - RELATION BETWEEN THE PRINCIPLES OF EDUCATIONAL SPORT AND THE OBJECTIVES OF SCHOOL PHYSICAL EDUCATION ACCORDING TO FIEP (2000), SEYBOLD (1980) E KUNZ (2001)

PRINCIPLES OF EDUCATIONAL SPORT (TUBINO, 2006)
1) PARTICIPATION

Allow all students to participate in sporting practices, including the adjustment of rules so that everyone can take part in the educational and sporting activities. When integrating the group of fans, the imaginary of a club or team passion, the person is also inserted in the principle of participation.

1.1) Ready to resist the several obstacles in the physical and social media which in turn demands a rational exertion of the adjustment functions which may lead to the health stage. This rational exercising should be related to the discussions and analyses of practice connected to theory.

1.1.1) Principle of spontaneity

1.1.1.1) Recognize the totality of the body, identifying its parts, its possibilities of action and all its relation to space and time, through sports.

1.1.2) Principle of adjustment to the child

1.1.3) Principle of adjustment to nature.

WORLD MANIFEST OF PHYSICAL EDUCATION
(FIEP, 2000)
2) INCLUSION

Include the participation of those with special needs taking into account the fact that sport may be a convergence point among cultures, i.e., establish interfaces among the several regional aspects of the Brazilian culture.

2.1) Children, adults and the elderly shall be increasingly helped and prepared to react efficiently through their psychological and physiological balance to the ominous effects of mechanization, sedentarianism, pollution, nervous fatigue caused by the fast pace and tensions of the civilized world.

2.2.1) Principle of individualization

2.2.2.1) Provide humans with the means and the conditions necessary for them to feel capable, through the movement of the human body, of interfering in the process of change of the Brazilian society in all its social, political and economic aspects.

2.2.2) Principle of adjustment to the structures, in which the activities must be programmed provided there is flexibility for changes according to necessity.

2.2.3) Principle of adjustment to the child

2.2.4) Principle of solidarity

PRINCIPLES OF PHYSICAL EDUCATION AT SCHOOL (SEYBOLD, 1980)
3) CO-EDUCATION

Keep only the natural biological differences in the sports practice as references, integrating heterogeneous situations of gender, age, social and economic level, physical conditions, and others. **3.1)** Physical Education shall be moral in its action. The moral atmosphere of the sessions and the active social medium (in the activity of the groups) that the educators may create are determined in the current world by considering the social fact peculiar to each country: the conception and the means of education always depend on the political, economic and human scenario. Nevertheless, considering the likely evolution of societies which are currently in the process of being applied to Physical Education, it is possible to determine common lines.

3.3.1) Principle of reality

3.3.3.1) Provide the understanding of the human body movement as an instrument for linking the experiences and their relation to the production of knowledge and the construction of critical thinking.

3.3.2) Principle of adjustment to the structures

3.3.3) Principle of adjustment to the child

3.3.4) Principle of solidarity

3.3.5) Principle of individualization

OBJECTIVES OF PHYSICAL EDUCATION AT SCHOOL (KUNZ, 2001)
4) COOPERATION

Promote joint actions for the achievement of common objectives during sports practice such as seeing winning as a group conquest.

4.1) Aptitude to action: the set of psychomotor qualities, which are many times dependent on one another, shall facilitate the adjustments made to the acts of the current life, to the professional life as well as to the physical activities performed in free time.

4.4.1) Principle of totality

4.4.4.1) Stimulate the student in his/her understanding of the social behavior, self-dominance, self-control and respect to the other.

4.4.2) Principle of ndividulation

4.4.3) Principle of solidarity

5) CO-RESPONSIBILITY

Provide the young participant with the co-responsibility not only in decision-making processes, such as adjustment to rules, organizational measures, etc, but also in performing the school project established in the daily life.

5.1) Ready to resist the several obstacles imposed by the physical and social media, which demand the rational exertion of the adjustment functions which may lead to the health stage.

5.5.1) Principle of totality

5.5.5.1) Provide humans with the means and the conditions necessary for them to feel capable, through the movement of the human body, of interfering in the process of change of the Brazilian society in all its social, political and economic aspects.

5.2) Aptitude to action: the set of psychomotor qualities, which are many times dependent on one another, shall facilitate the adjustments made to the acts of the current life, to the professional life as well as to the physical activities performed in free time.

5.5.2) Principle of the stabilization of values

Thus, we can observe that there is a clear relationship between Educational Sport and the objectives worked with in the School Physical Education, which shows the importance of using Educational Sport in its principles such as the contents in the Physical Education classes at school.

CONCLUSIONS AND RECOMMENDATIONS

According to the course of this study and from the final documents, as a result of the investigation on the principles of Educational Sport and the objectives of Physical Education at school, we could see that there is a relationship between them which has not yet been validated in the scientific community.

According to the bibliographical review of this study, and from its main objective, the scientific purposes and the investigated questions, we could see that Educational Sport can be used as contents of Physical Education at school, based on the relation between

the principles of Educational Sport and the objectives of School Physical Education.

From these relations, it was possible to observe that in practice they do not occur in Physical Education classes, where there still prevail the principles of efficiency sport. Thus, when Sport shall be worked with as part of the school's contents, we should prioritize the educational values found in the principles of Educational Sport, which are closely related to the objectives of Physical Education at school established by the Brazilian Legislation (*LDB* and *PCNs*), as well as those cited by important authors in the field (World Manifest (FIEP), Seybolf and Kunz).

It is therefore recommended that the documents generated in this dissertation be assessed and disseminated among Physical Education professionals who work with the intent of educating and forming citizens who are aware of the educational values.

It is also recommended that more studies be carried out about this theme so that the principles of Educational Sport, such as participation, inclusion, co-education, cooperation and co-responsibility, be increasingly present in the Physical Education classes so that Sport, while seen as a school content, be worked with in a real educational manner.

As the relation between the principles of Educational Sport and the objectives of School Physical Education have shown, we can state that School Physical Education has gained pedagogical security for the potential use of Educational Sport as part of its contents.

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EDUCATIONAL SPORT AS A MEANS OF PHYSICAL EDUCATION WITHIN THE SCHOOL SETTING

ABSTRACT

The aim of this study was to establish the relationship between the principles of Educational Sport and the objectives of Physical Education within the school setting. The method used was the survey analysis in order to determine the practices present in, or the opinions of, a specific population. The instrument used in this research was a questionnaire. After a broad review of the bibliography and according to the methodological procedures, the aim was to set the relationships between the Principles of Educational Sport, according to Tubino (2002), and the objectives of Physical Education, according to some authors of the area, in one chart made under the analysis of a group of specialists. Final document were created according to their opinion in order to add to a better way of working with Educational Sport through Physical Education at school.

Key-words: Educational Sport; Physical Education; Education.

LE SPORT ÈDUCATIF COMME MOYEN DE L'ÈDUCATION PHYSIQUE SCOLAIRE

RÉSUMÉ

Cette étude a eu pour but d'établir un rapport entre les principes du Sport Éducatif et les objectifs de l'Éducation Physique Scolaire. La méthode utilisée a été l'étude exploratoire (survey), qui cherche à déterminer des pratiques présentes ou des opinions d'une population spécifique, et l'instrument utilisé a été un questionnaire. Après une vaste révision bibliographique et d'après les procédures méthodologiques, on a cherché à établir les rapports entre les principes du Sport Éducatif, selon Tubino (2006), et les objectifs de l'Éducation Physique Scolaire, selon et quelques auteurs de ce domaine, à travers le tableaux qui ont été analysés par un groupe de spécialistes. D'après l'avis des validateurs, on a élaboré le documents finaux, avec l'objectif de contribuer à une meilleure façon de travailler le Sport Éducatif comme moyen de l'Éducation Physique Scolaire.

Unitermes: Sport Éducatif; Éducation Physique; Éducation.

EL DEPORTE EDUCACIONAL COMO MEDIO DE EDUCACIÓN FÍSICA ESCOLAR

RESUMEN

El estudio tuvo como objetivo establecer la relación entre los principios del Deporte Educacional y los objetivos de la Educación Física Escolar. El método utilizado fue el estudio explicativo que busca determinar prácticas presentes u opiniones de una población específica. El instrumento usado fue un cuestionario. Después de una vasta revisión bibliográfica y conforme a los procedimientos metodológicos, se buscó establecer las relaciones entre los principios del Deporte Educacional, según Tubino (2006), y los objetivos de la Educación Física Escolar, según algunos autores del area, a traves de uno cuadro que fue analizado por un grupo de especialistas. Según el parecer de los validadores fue elaborado el documento finale, con la finalidad de contribuir con una mejor manera de trabajar con el Deporte Educacional como medio de Educación Física Escolar.

Palabras-clave: Deporte Educacional, Educación Física; Educación.

O ESPORTE EDUCACIONAL COMO MEIO DA EDUCAÇÃO FÍSICA ESCOLAR

RESUMO

O estudo teve como objetivo estabelecer a relação entre os princípios do Esporte Educacional e os objetivos da Educação Física Escolar. O método utilizado foi o estudo exploratório (survey), que procura determinar práticas presentes ou opiniões de uma população específica, e o instrumento utilizado foi um questionário. Após uma vasta revisão bibliográfica e de acordo com os procedimentos metodológicos, procurou-se estabelecer as relações entre os princípios do Esporte Educacional, segundo Tubino (2006), e os objetivos da Educação Física Escolar, segundo alguns autores da área, através de um quadro que foi analisado por um grupo de especialistas. De acordo com o parecer dos validadores foi elaborado os documento final, com a finalidade de contribuir para uma melhor maneira de trabalhar o Esporte Educacional como meio da Educação Física Escolar.

Palavras-chaves: Esporte Educacional; Educação Física; Educação.