139 - VOLLEYBALL AS A TOOL OF INTEGRATION OF GENDER IN SCHOOL PHYSICAL EDUCATION CLASSES

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INTRODUCTION

Human activities have existed since the dawn of time , which depended on the movement of the physical act . The man primarily aimed at the actions of the individual point of view and warrior values that guided their physical activities meeting the needs of the quest for survival. In ancient Greece belonged to the pedagogical practice , but with the rise of the Roman Empire , lose the educational value .

In the Middle Ages , with the rise of Christianity , the cult of the body was mortal sin. Physical activity despite not deserve a special mention in this period , received careful attention in the preparation of riders not giving importance to intellectual practice , which , many times , and could not read or write. Tournaments and " fair " represented the pinnacle of physical exercises of medieval serving in peacetime , as preparation for war (OLIVEIRA , 1994) .

In Modern Age humanism reconciles the intellectual and bodily education, and physical activity is now called Physical Education , because of the connection between culture and natural exercise .

The 70s were marked by military dictatorship , and Physical Education in Brazil this time was greatly influenced , being used , not for educational purposes , but leading the teaching for high performance sports . Unfortunately , this idea , which spread during the following decades , it has become a tradition that often prevails today in the design of educational institutions resulting in the exclusionof students.

> In school physical education often ends up turning only for sports , with the goal of providing physical performance , best performance and best execution in sporting gestures , besides detecting talents , giving priority to students with higher motor skills and leaving side of those who do not have such characteristics (Galatti&Paes , 2006) .

In this context students begin to be seen as future athletes segregating those who lack capacity or physical qualities to perform a certain sport , causing detachment of Physical Education . However , this model leads to criticism , and encourages the search for new grants to improve the methodological applicability in physical education classes in schools . It is important that the teacher provides students with equal opportunities to enable the development of their skills and abilities essential to its growth and development.

In Brazil , Physical Education had its practice advocated by Rui Barbosa, who was a strong supporter of the implementation of physical education in school for both sexes , they understood that it was necessary to walk alongside intellectual development (MARINE 1971) .

Physical education is interwoven with all the sciences that study the past and present human activities, develops as man evolves too culturally because their orientation in time and space is in line with your true desires and needs for range of physical and mental wellbeing. Physical education is one of the areas of human knowledge linked to the improvement, maintenance or rehabilitation of health of body and mind of the human being as well as being instrumental in the development of the being as a whole. The teaching of physical education is a compulsory curriculum component according to State Law No. 1.282/08 and considering the provisions of the Law of Guidelines and Bases of National Education , LDBEN and 9394 / 96 , Law No. 10.328/01 , 10.793/03 , Parameters National and Law 0949 / 05 and State Law No. 0949 / 05 , which can create opportunities students develop their potential in cognitive, motor, moral , emotional, and social aspects , aiming at their improvement as humans curriculum , excluding the selectivity and disparities therefore , it is not hard to see the barriers that women and any individual early have to overcome, stressing the urgency of actions that lead to equality of opportunity , which is a big problem that society still experiencing .

For Scott (1995 , p 89). , Gender is a constitutive element of social relationships based on perceived differences between the sexes , which " provides a means to decode meaning and to understand the complex connections between various forms of human interaction " 54 notebooks Cedes year XIX , paragraph 48 , Agosto/99 .

School banks are frequented by students from different racial and gender - ethical origins , the syllabus of books and school curricula also provided as standard white , heterosexual man. To address this school cultural diversity is evident the need to present methodologies that conceptualise gender, race , sexuality , valuing the multiple constituent identities in the school environment , to integrate gender even with all the differences and changes that the world has suffered . The need for spaces open to all students , emphasizing the interaction between individuals is of paramount importance , believe learning is not only content , but social and human values , construction of individual and collective knowledge , establishing constant dialogue between teacher –student, student - student , and all with the environment .

To Throat (1995) team sports such as , volleyball provide actions that must be addressed in a group, thus aiming for solidarity and respect for others .

Volleyball in turn , created in 1895 by William G. Morgan in Holyoke , Massachusetts in the U.S. is still scarce sport in schools .

Therefore , the mode Volleyball as content of physical education classes in school , as well as a competitive game , can be applied by a pedagogical intervention that uses its fundamentals and gameplay of an adapted form , emphasizing the integration of genders and not only technique.

Therefore, this paper aimed to analyze the teaching volleyball made contributions to the integration of gender in physical education classes .

According Blonde (1997) and Braga (2007) , the term gender began to be used just to mark the differences between men and women that are not only physical and biological nature , this concept also used by other authors as (SAFFIOT , 1992) (Lauretis , 1994) , among others.

Studies of Silva (2005) show that despite the cultural diversity recorded in official documents because the school banks are frequented by students from different ethnic and racial backgrounds and gender , the programmatic content of textbooks and school curricula still present as the default male, white and heterosexual .

Foucault argues that :

> [...] Are the speeches themselves performing their own control ; procedures that work , especially by way of principles of classification , ordering , distribution , as they were this time submitting another dimension of discourse: the event and chance . " (Foucault , 2002 p.21)

Reflecting on the possibilities of pedagogical action to address this school cultural diversity is evident the need to present methodologies that conceptualise gender, race and ethnicity valuing the multiple constituent identities in the school environment , aimed at integrating gender even with all the differences and changes that the world is suffering .

Soler (2006) believes that Physical Education classes are privileged to develop relationships that arouse solidarity spaces , responsible freedom and cooperation .

It is necessary for teachers to understand that the sport in school requires a different treatment , it being understood and worked as a physical education content , may through play and playful arouse students' pleasure in jogging (Darido ; RANGEL , 2005 , CAMPOS 2006) .

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Barroso (2010) highlights four issues that may hinder the development of physical education in school: esportivizada practice, practice repetiviva technicalities , early specialization and lack of organization of content to be worked .

A path suggested as an alternative that defines the physical education classes need to enhance their practice in the play , which comes from Latin and means ludus play . Are included in this play games , toys , entertainment and also the conduct of one who plays , who plays and enjoys seeking the inclusion of all , improving the quality of teaching and learning through a school linked to the pleasure of playing (NUNES , S / D)

Volleyball in turn is a form still scarce in schools , sometimes for lack of material , but most of the time due to lack of information , physical education professionals who say they trained to teach a lesson , this sport so much a part the experiences of the students as it gathers individuals , the community works , even serving as an instrument of integration of genres , this sport that both motivates and encourages people .

Volleyball is touted as the second sport in the preference of young Brazilians . The explanation may be simple : considering a person born in 1980 , the positive references in the media about the volleyball over the last 19 years are endless : gold, silver and bronze medals in Olympic and World leagues . Furthermore , volleyball might be the sport with the greatest potential for the development of sociability and collective spirit in its practitioners . Direct contact with the opponent does not exist , which allows interaction between people of different age groups in the same teams . The movements in this sport have to be fast and accurate , benefiting the development of motor actions . Volleyball is also a great choice for little accustomed to physical activity (Brazilian Volleyball Confederation , 1995) people.

It is believed that through the proposed nurture the practice of volleyball sport in the perspective of integration of genres , aiming to enable a differentiated and pleasurable practice aimed at socializing , and fun for all , plus guide and sensitize students to overcome the negative expectations of school life , leaving aside any prejudice because of religion, race , political , social, economic and many other problems , which somehow influences the time to bond with someone , surely the results will be the best possible . And to this positive result it is necessary that the professional physical education possible to the students equal opportunities , employing methods that contribute to the integration of genders that seeks the participation of all classes . (SOUSA& Rodrigues , 2007)

> The sport can be presented as a way to develop a new conception of teaching using analysis and changes in the rules to be performed in an adapted form , making it free for questioning in the socio -cultural and sports (KUNZ , 1994) .

According to Souza et all (2011) Volleyball is a key to the development of children and adolescents , can imagine and create various movements , which is a means of socialization between boys and girls sport.

In daily life , usually we can not avoid competition , but at school , you can work jointly through the volleyball (cooperation) , contributing to the formation of be critical . (Collective of authors , Volleyball , Media and Teaching Practice) .

The sport of volleyball as content Physical Education classes , as well as a competitive game , can be applied by a pedagogical intervention that uses its fundamentals and gameplay of an adapted form , emphasizing social integration and failing to consider the technique as a factor priomordial in order to arouse the interest of its practitioners , providing opportunities for them to experience , most pleasant , the contributions that this modality can provide for their development and social integration .

FINAL THOUGHTS

Based on the analysis and notes made during the study , we concluded that volleyball is a tool that should not be dismissed by the teacher in Physical Education class , however , which will be decisive for its contribution to contribute in the teaching and learning of young people who practice process is how the teacher will lead the sport because only mix boys and girls in physical education classes will not be enough to promote an educational prátiva because this is only one strategy for end of desiguadades . Thus , there are other factors that influence the need for targeted action and public policies insserção of co-education .

Hopefully the notes made in the course of this essay will contribute significantly to the physical education professionals and related areas , being able to catch new thoughts about the subject.

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VOLLEYBALL AS A TOOL OF INTEGRATION OF GENDER IN SCHOOL PHYSICAL EDUCATION CLASSES

ABSTRACT

Such an assay aimed to analyze the teaching volleyball made contributions to the integration of gender in physical education classes . To deepen the study descriptors for use in research journals , scientific journals , books , and more. We conclude that volleyball is a tool that should not be dismissed by the teacher in physical education classes , however , which will be decisive for its contribution to help in the teaching- learning process of young people who practice it will be how the teacher will lead the sport because only mix boys and girls in physical education classes will not be enough to promote an educational prátiva , because this is only one strategy for ending the desiguadades .Thus , there are other factors that influence the need for targeted action and a insserção public policy co-education .

KEYWORDS :Physical Education , volleyball , gender .

VOLLEYBALL COMME OUTIL DE INTÉGRATION DU GENRE DANS SCOLAIRES COURS D'ÉDUCATION PHYSIQUE

RÉSUMÉ

Un tel essai visait à analyser le volley-ball de l'enseignement apporté une contribution à l'intégration du genre dans les cours d'éducation physique . Pour approfondir les descripteurs de l'étude pour une utilisation dans des revues scientifiques , des revues scientifiques , des livres, et plus encore. Nous concluons que le volley-ball est un outil qui ne doit pas être rejeté par l'enseignant dans les classes d'éducation physique , cependant, qui sera décisive pour sa contribution à aider dans le processus de jeunes qui pratiquent ce sera l'enseignement - apprentissage comment l'enseignant conduira le sport parce que mélanger les garçons et les filles dans les cours d'éducation physique ne sera pas suffisant pour promouvoir une Prativa éducation , car ce n'est qu'une stratégie pour mettre fin aux desiguadades . Ainsi , il existe d'autres facteurs qui influent sur la nécessité d'une action ciblée et un insserção politique publique co- éducation.

MOTS-CLÉS: éducation physique , volley-ball , genre.

VOLEIBOL COMO HERRAMIENTA DE INTEGRACIÓN DE GÉNERO EN LAS CLASES DE EDUCACIÓN FÍSICA

RESUMEN

Dicho ensayo tuvo como objetivo analizar la enseñanza de voleibol hizo contribuciones a la integración del género en las clases de educación física. Para profundizar en los descriptores de estudio para su uso en las revistas de investigación , revistas científicas , libros y más . Llegamos a la conclusión de que el voleibol es una herramienta que no debe ser desestimado por el profesor en las clases de educación física , sin embargo , que será decisiva para su contribución para ayudar en el proceso de enseñanza-aprendizaje de los jóvenes que practican será cómo el profesor llevará el deporte porque sólo mezclar niños y

niñas en la educación física clases no serán suficientes para promover una Prativa educativa , porque esto es sólo una estrategia para poner fin a las desiguadades . Por lo tanto , hay otros factores que influyen en la necesidad de una acción focalizada y una insserção política pública de la educación mixta .

PALABRAS CLAVE: Educación Física, voleibol , género.

O VOLEIBOL COMO INSTRUMENTO DE INTEGRAÇÃO DE GÊNEROS NAS AULAS DE EDUCAÇÃO FÍSICA

RESUMO

O referido ensaio teve como objetivo analisar as contibuições do ensino do voleibol para a integração de gêneros nas aulas de educação física. Para aprofundamento do estudo utilizamos descritores para pesquisas em periódicos, revistas científicas, livros, entre outros. Chegamos à conclusão de que, o voleibol é uma ferramenta que não deve ser descartada pelo professor nas aulas de Educação Física, porém, o que vai ser decisivo para a contribuição do mesmo para contribuir no processo de ensino-aprendizagem dos jovens que o praticam será a forma como o professor conduzirá a modalidade, pois apenas misturar meninos e meninas nas aulas de educação física não será o suficiente para promover uma prátiva educativa, pois essa será apenas uma estratégia para o término das desiguadades. Dessa forma, ainda há outros fatores que influenciam como a necessidade de uma ação orientada e uma insserção de políticas públicas de co-educação.

PALAVRAS-CHAVES: Educação Física escolar, voleibol, gênero.