41 - THE REASONS FOR PRACTICING SPORTS AT SCHOOL

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Introduction

Needless to mention or prove, for it's already common sense, sports practice has become a socialcultural phenomenon with a great visibility in the modern world, being identifiable in the most diverse environments, both from a glimpse at everyday life, and visualizing it in a wider social context. Sports represents a cultural component of significant relevance in the life of all people. Different cultures, in distinct historical moments, have used sports to the most diverse and controversial ends, according to their objectives and interests. A simple appeal for historical facts, reveals us that sports, still in the form of game, was dignified by the Greek, deformed into wrestle by the Roman, forgotten in medieval times and was resuscitated by Coubertin, in order to, currently, turn itself into an ideological phenomenon, as well as an economical instrument and an educational element.

Though recognizing the multifacetedness of the sports phenomenon, it's appropriate to point out that in this paper's range, the element sport restricted to the educational field will be approached, since this article's theme are sports activities within the school context. Thus, other sports implications will not be punctuated here.

The reasons that lead teenagers to practice sports activity inside the school universe are diverse, the present study had as an objective to understand what were the actual reasons which lead teenagers to practice sports within the school context. It becomes relevant to understand the reasons that lead teenagers to choose one activity and not other. Once Physical Education literature points diverse reasons for the sports practice in the school context.

Methodology

The methodology was designed according to the qualitative investigations paradigm, having as a reference the case study. The fieldwork comprised six months of contact with the teenagers in their specific sports practices at school. The analysis and interpretation of information were made from Theme Units which emerged, mainly, from semi-structured interviews, performed with the teenagers, from records and notes resulting on the observations contained in the field diaries and theoretical reference concerning the aspects that constitute the research problem. The issues arisen from the construction of these Theme Units allowed for an understanding of what are the reasons that lead teenagers to practice sports in the school investigated.

Information analysis

Based on the collected information, we have identified three inspiring sources as for the choices. Because teenagers practice sports as a result of a personal choice, we have denominated that source as personal reference. We have also found the family as being the motivator of the choice for one activity, thus we have called it family reference. And, finally, we have attested that friends are the real influence on the collaborators' induction to attend a sports practice, thus, we have denominated this third source of as social reference, even knowing that the friendship circle doesn't represent society itself.

Personal Reference

Without much effort, even with a superficial reading, it was possible to realize that the strongest reason and most frequent of choices for one sports activity is totally subjective, which means saying that it's eminently personal. And this subjectiveness becomes, if it's possible to say so, yet more subjective, for it presents itself as the feeling of “like to”. Summarizing, I do this just because I like it.

The liking, as the first reason to choose sports practice, was presented by most of the collaborators. Among them, I point some out: *“I like playing volleyball, I know I'm not that tall, but even so I like training volleyball” (Murilo, 16 years old).* In that case, the sports practice is justified by the fact Murilo likes Volleyball, because he recognizes himself that his body doesn't present some of the physical features, such as, for instance, the height, in order to get a better performance in the sports modality. I have found again evidence of a choice by the simple fact of liking the sport, on a volleyball practicer's testimony; *“I'm training volleyball because I like it” (Gisele, 17 years old).* And, finally, *“Initially, I always liked practicing sports and volleyball was always my favorite, that's why I've started to play and nowadays I love it more and more” (Leonardo, 16 years old).*

Among the reasons presented by the protagonists to justify their liking for sports, we have found, in diverse testimonies, an alliance between the fact of liking the sport and the definition of its practice as exciting, cool, interesting or yet, by presenting a greater affinity with him or her. The terms used by teenagers are vague, they don't express clearly what each of them means, in turn, the words can be considered more as justifications in the emotions and feelings field in which there's not a clear and precise definition.

Family Reference

Children seek in their parents, in various moments, the reference and the model for their lives, therefore, the family becomes an ambit which influences on the children's decisions. It couldn't be different in relation to the choice of sports activities. Practicing a sport because the mother or father had practiced it, is only an attempt for the child to copy the roles played by the parents, this feeling is determined by Mauss (1974, p.215) as “prestigious imitation”. This influence occurs in different ways.

Some collaborators pointed family as the main reason which led them to play or to train some sports modality. Family, according to them, has played the motivational lever to sports practice. In some situations, the family influence shows because the parents were practicers of some sport, as in this passage: *“I have always liked volleyball, my mother played it when she was younger and I think it was her the responsible for motivating me to play. When I was admitted at Feevale, soon I tried to train volleyball and I did it during three years” (Leda, 16 years old).*

In another situation, parents choose the sports modality which their children must practice. This choice happens when they enroll their children in some sports practice, many times, due to their will and preference. Such situation may be illustrated in the testimony of a Futsal practicer, who mentions the father as responsible for his liking for the sport. *“Since I was little because of the school where my father subscribed me, I've ended up liking Futsal, I play it almost every weekend and at school too…” (Fábio, 18 years old).*

The choice for practicing a sports activity under family influence was raised by a restrict group of teenagers.

Indicating thus, that family reference hasn't been so decisive, presenting no significant relevance in the sources inspiring the choices, in comparison to personal and, as we'll see now, to social reference.

Social Reference

Society is other fundamental force which influences people in the choice of their sports preferences. Usually, when a sport or an athlete reaches national and international success, many people and, especially, youths and children choose to practice that sport to imitate the new idol. In that case, the research hasn't revealed such procedures, for the social dimension was restricted to the friendship circle.

In the process of this reference's information analysis, something that called our attention was presented, because all collaborators who referred to their friends as responsible for the motivation to practice a particular modality are females. In all 18 interviews with male collaborators, the relevance of friends as motivation fact or influence to their participation in sports teams wasn't evidenced.

The influence of the friendship circle in the sports activity practice may be visualized under various forms. The different ways of girl friends influence can be established from two facts. The first is related both to motivation to practice a particular sports activity and also the influence on the change of one sports modality to another. However the second is related to the proposition of some female collaborators of practicing sports with their friends as a collective amusement.

The way how the friends' influence is performed as for motivation to practice some sports activity, may be linked to the simple direct invitation, coming from other female friends who already practice some sport, as in Sara and Laura's example: *"Actually, I started to play volleyball because of my friends, because of their influence today I'm on the school team and now it's been almost a year since I've been training" (Sara, 16 years old).* However to Laura: *"I started playing Handball because my friends in the group who played invited me to attend the trainings" (Laura, 17 years old).*

The influence of the friendship circle can also be observed when the female students, who practiced a particular sport, changed it to another modality because of their friends. The protagonists of the study told me that the girl friends' influence was fundamental to this decision, they have changed the sports practice just because their female classmates or friends were already practicing another sport. Such situation is shared in various moments, like this one: "*well, I played volleyball before at the other school; when I changed to Feevale, my female classmates played Futsal and they have invited me to participate, I thought it was cool and soon I started training" (Gisele, 16 years old)*. The change from volleyball to Futsal, in this case, has happened because of an invitation of her friends, who were already practicing the modality and, though a manifestation of personal origin, which is linked to a subjective factor, "to think" Futsal is "cool".

Reading the information on the reasons that led the teenagers to practice a particular sports modality, a fact has called our attention: it was never mentioned in the investigation the influence of the physical education teacher as a motivational or determining factor in the search for one sports practice. The surprise occurs and it becomes relevant, because it's common finding, in specialized literature, the reference linked to the teacher's image as an influence and motivation agent to the teenagers, for the habit of practicing a sports modality. We haven't found any information or signs in the investigated context about this phenomenon.

Conclusion

The reflections here presented comprehend an investigated educational reality. We do not intend to elaborate generalizing formulations about the reasons that lead teenagers to practice sports activities at school. This study has tried to understand the reasons that lead teenagers to practice sports, more particularly, within a school context. Therefore, the considerations made from the description, analysis and interpretation of the information delimitates an investigation field and specific subjects, having as an aim to identify the local and regional singularities, which demand answers and proper interventions.

Analyzing the factors that generate the process of investigation, it has appeared the necessity to present a summary of the information constructed through it. First, we observed three reasons that lead these teenagers to sports practice. We have found as the first reason the personal reference, through which each teenager justifies his or her participation in some sports modality, by the simple fact he or she likes practicing it. Another reason which we have attested was the family influence, being important both to motivation, and for the choice of the sport to be practiced. Yet we point out, as the third reason which determines the sports practice, the social reference, based on the teenagers' friendship ties in the school context investigated. This verification, does not authorizes us to assert that these are the reasons that lead teenagers to practice sports in different educational centers, because these findings reveal a strong feature of that school universe. Through the information collected in this school, which was the focus of the research, however, it becomes evident that personal liking, the influence of family and friends are determining factors to the habits and to the search for a sports modality.

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THE REASONS FOR PRACTICING SPORTS AT SCHOOL

The reasons that determine sports practice, in the interior of school by teenagers are diverse, in view of that, the current study had as an objective to understand what were the actual reasons which led teenagers to practice sports activities within the school universe. We have attempted to investigate, from the delimitation of an investigation field and specific subjects, what are the reasons for sports practice within an educational reality. The methodology was designed according to the qualitative investigations paradigm, having as a reference the case study. The analysis and interpretation of information were made from Theme Units, which allowed for an understanding of what are the reasons that lead teenagers to practice

sports in the school investigated. First, we observed three reasons that lead these teenagers to sports practice. We found as the first reason the personal reference, through which each teenager justifies his or her participation in some sports modality, by the simple fact that they like to practice it. Another reason which we have evidenced was the family influence, being as important for motivation, as for the choice of the sport to be practiced. Yet we point out, as the third reason that determines sports practice, the social reference, based on the teenagers' friendship ties in the school context investigated.
Key words: Sport, School , Practice

LES MOTIFS POUR PRATIQUER LE SPORT À L'ÉCOLE

Divers sont les motifs qui déterminent la pratique du sport à l'intérieur de l'école, pour les adolescents. Ainsi, le présent étude a eu pour but comprendre les réels motifs qui les mènent à pratiquer des activités sportives dans l'univers scolaire.
Nous avons fait des recherches, à partir de la démarcation d'un domaine d'investigation et des sujets spécifiques, pour savoir quelles sont les raisons pour la pratique du sport dans une réalité éducative. La méthodologie a été dessinée selon le paradigme des investigations qualitatives, ayant comme référence l'étude de cas.
L'analyse et l'interprétation des informations ont été construites à partir d'Unités Témathiques qui ont permis de comprendre quels sont les motifs qui conduisent les adolescents à la pratique sportive.
Comme premier motif, nous avons trouvé le goût de l'élève qui justifie sa participation à quelques modalités sportives. L'autre motif que nous avons constaté a été l'influence familiale, très importante pour la motivation et pour le choix du sport à être pratiqué.
Détachons encore comme le troisième motif qui détermine la pratique du sport, la référence sociale, basée sur des liens d'amitié des adolescents, dans le contexte scolaire investigué.
Mots clefs : Sport, École, Pratique.

LOS MOTIVOS PARA PRACTICAR DEPORTE EN LA ESCUELA

Diversos son los motivos que determinan la práctica del deporte, en el interior de la escuela, pelos adolescentes, frente a esto, el presente estudio tiene como objetivo comprender cuales los reales motivos que levan los adolescentes a práctica de actividades deportivas dentro del universo escolar. Procuramos investigar, a partir de la demarción de un campo de investigación y sujetos específicos, cuales las razones para la practica del deporte dentro de una realidad educacional. La metodología fue dibujada segundo el paradigma de las investigaciones cualitativas, teniendo como referencial o estudio de caso. La analice y la interpretación de las informaciones fueran construidas a partir de las Unidades Temáticas que permitirán comprender cuales los motivos que levan los adolescentes a practicaren deportes en la escuela investigada. Primeramente, observamos tres motivos que levan estos adolescentes para la practica deportiva. Encontramos como primero motivo el referencial personal, a través do cual cada adolescente justifica su participación en alguna modalidad deportiva, pelo simples facto de gustaren de la practica. Otro motivo que constatemos fue la influencia familiar, sendo esta importante tanto para la motivación, cuanto para la escoja del deporte a ser practicado. Aun destacamos, como tercero motivo que determina la práctica del deporte, el referencial social, tiendo los lasos de amistad de los adolescentes un factor preponderante en el contexto escolar investigado.
Palabras Claves: Deporte, Escuela, Práctica

OS MOTIVOS PARA PRATICAR ESPORTE NA ESCOLA

Diversos são os motivos que determinam a prática do esporte, no interior da escola, pelos adolescentes, diante disso, o presente estudo teve como objetivo compreender quais os reais motivos que levam os adolescentes a praticarem atividades esportivas dentro do universo escolar. Procuramos investigar, a partir da demarcação de um campo de investigação e sujeitos específicos, quais são as razões para a prática do esporte dentro de uma realidade educacional. A metodologia foi desenhada segundo o paradigma das investigações qualitativas, tendo como referencial o estudo de caso. A análise e a interpretação das informações foram construídas a partir de Unidades Temáticas que permitiram compreender quais são os motivos que levam os adolescentes a praticarem esportes na escola investigada. Primeiramente, observamos três motivos que levam estes adolescentes à prática esportiva. Encontramos como primeiro motivo o referencial pessoal, através do qual cada adolescente justifica a sua participação em alguma modalidade esportiva, pelo simples fato de gostarem de praticá-la. Outro motivo que constatamos foi a influência familiar, sendo esta importante tanto para a motivação, quanto para a escolha do esporte a ser praticado. Ainda destacamos, como terceiro motivo que determina a prática do esporte, o referencial social, baseado nos laços de amizade dos adolescentes no contexto escolar investigado.
Palavras Chaves: Esporte, Escola, Prática.