80 - THE GYM TEACHER IN VIEW OF THE GENERAL PUBLIC EDUCATION NETWORK OF JUIZ DE FORA / MG

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INTRODUCTION

On the Physical Education, our understanding is that it constitutes itself as pedagogical practice that addresses the political and pedagogical issues of physical culture (play, dance, sports, wrestling, gymnastics), to capture the body language as language (group of authors, 1992)..

The physical education covers a variety of knowledge, among which we find the gym, which when developed in the school, may allow the testing of bodily possibilities, promoting motor autonomy and human formation when treated by an educational practice that takes the student to a critical and meaningful to its core social (RICCI, RINALDI, SOUZA, 2008). His presence in school can be given through various gymnastics events, but in this study generally chose gymnastics because it is a special form of education.

According to Souza (1997), the principles that guide the general gymnastics favor the encouragement of creativity, well-being, the union between people and the enjoyment of your practice. His wealth is exactly the principle of promoting all forms of work, styles, trends, influenced by a variety of traditions, symbols and values that each culture brings. For this reason, we present a concept can not do it in order to crystallize it or reduce the phenomenon, so it would not understand his immense possibility of representation.

NIST-Piccolo (1995, p. 119) understands the general gymnastics as: "Gymnastics activity without a competitive edge, opening space for participation and creation. It has no rigid rules or is subject to any form of conventional exercise. The General Gymnastics seeks to achieve a gestural freedom at any level of complexity, and is based on the experiences of individual students. Its basic characteristics promote reconciliation in a relaxed party character, focus group work, offering different possibilities of activity, but in order to recover cultural artifacts. “

According to General Manual Gymnastics (FIG, 1993), gymnastics generally comprises the following activities:

- Gymnastics and Dance: Dance Theater, Modern Dance, Dance Aerobics, Ballet, Folk, Jazz Gymnastics, Rhythmic Gymnastics, Gymnastics Solo, aerobics, Rock'n Roll, Fitness;
- Exercise with equipment: Fitness with large appliances (horse, parallel, etc..) Gymnastics with hand apparatus (balls, ribbons, bows, etc..) Fitness with unconventional instruments (Boxes, gallons of water, bamboo, among others), Tumbling, Trampoline, Wheels, acrobatics;
- Games: Small Games, Fitness, Social Games, Sports Games, Games Reaction.

The General Gymnastics Gymnastics is part of that is geared for leisure, where people of all ages participate mainly for the pleasure that your practice provides. Develops health, condition, physical and social interaction, thereby contributing to the well-being: physical and psychological practitioners. It offers a wide range of activities, respecting the characteristics, interests and traditions of each people, expressed through the variety and beauty of body movement, and assert themselves in the context gymnastics as a non-competitive practice (FIG, 1993).

From this definition, NIST-authors such as Piccolo (1995), Perez Gallardo and Souza (1996), Souza (1997, 2001), Ayoub (1999, 2007), Perez Gallardo (2001), Rinaldi and Souza (2001) and Rinaldi (2004) make their contributions so we can better understand what will be the general gymnastics and hence its importance in school.

Because it is a non-competitive gymnastics mode, becomes a tool for implementing the gym in physical education classes because it is a sport where diversity is a constant, making the range of possibilities for the practice of bodily activity, irrespective of age, gender, number and physical or technical practitioners, music or clothing, encouraging broad participation and creativity (Ayoub, 2003).

Souza (1997) adds that the gym has a generally high educational value for their social, recreational and health as it leaves room for creativity, encouraging the participation of any human being, regardless of race, social background, age, sex , or fitness coach. In addition to the factors mentioned, the author also highlights the playfulness, as a key feature of general gymnastics.

Thus, learning in general gymnastics school, means, according to Ayoub (2007, p. 87): "Study, experience, know, understand, understand, confront, interpret, questioning, sharing, seize the many interpretations of the gym for, based on this learning, seek new meanings and create new possibilities of expression gymnastics.”

Through literature review of the content gymnastics, was created a questionnaire on general gymnastics, which included questions on general fitness content knowledge, understand what prompted this game and what content is working in their classes, and personal data such as name, time since graduation and work experience in the school area. Personal data in this study were preserved and do not appear in the results. The main objective of this study is to analyze the vision of public school teachers of Juiz de Fora / MG on the General Gymnastics and its place in the school context.

ANALYSIS OF QUESTIONNAIRES GENERAL GYMNASTICS, APPLIED TO PUBLIC SCHOOL TEACHERS OF THE CITY OF JUIZ DE FORA

Sample Characterization

The questionnaire was administered to teachers in public schools of the city of Juiz de Fora / MG, in order to observe the knowledge of General Gymnastics teacher and if there is content of this type that are used in physical education classes. 38 professionals participated in the study, 23 men and 15 women. It was identified that formed the same time ranged from 1 to 30 years after graduation. The work in the school environment was also quite diverse, being between 6 months and 30 years. In this environment, the highest concentration of teachers working in elementary school has been identified, mostly from the 6th to 9th grade, also featuring proessores who also serve in high school and kindergarten.

Analysis of data

Teachers surveyed when asked what they meant by General Gymnastics, the responses were quite varied: "gymnastic exercises", "artistic gymnastics and rhythmic gymnastics", "basic movements like running and jumping" and "socialization." One answer was that the General Gymnastics is a modality that aims to work on the physical and other response was that this method is competitive. Overall, professionals proved very confused about what the General Gymnastics, often with confusing Artistic Gymnastics and Rhythmic Gymnastics. Most respondents spent for activities that include other modalities gymnastics. Called our attention to only one respondent said it was not for a competitive mode, information consistent with the General Gymnastics.

General Gymnastics discipline at graduation, 58% (22 respondents) said they did not have discipline in training, and they had this content, said it was applied within a discipline, without much focus, being the kind of classroom and practices, and some saying it was passed in a general and reasonable. A fact that proves the confusion of those interviewed about the concepts of the GG.

They were also asked which contents are applied in their physical education classes, and the sport frequently used content (55% - 21 respondents). 21% of the questionnaires show the games as the second most used content classes (8 respondents) and 24% (9 respondents) said they use the gym or fitness of the content in their classes. No teacher said GG work in their classrooms.

Regarding the possible application of the contents of General Gymnastics classes, 47% of teachers said they worked in some way with the content, inclusive way, through work and some said recreational use of physical skills and basic movements.

The other 20 respondents (53%) said that content does not work in their classes.

When asked if they knew any professional using this content, 39% said they were aware and 61% did not know any professional. About knowledge of projects in the area of General Gymnastics in the city of Juiz de Fora, 6 respondents said they know (16%) and 32 professionals said they were aware of a project that aims at the GG (84%), and in other cities four respondents said they were aware (in Belo Horizonte and Rio de Janeiro), and the other 34 participants showed that ignoring nature projects outside the city.

Below the table with the percentages of the survey:

General Gymnastics Course graduation
42% had discipline
58% had no discipline

Past content in their classes
Only 55% use sports
21% use games and 24% use the gym content

GG content in their classrooms
47% said they worked in some way
53% said they did not work

Knowledge of professionals who use the GG as content
39% said they were aware
61% reported not knowing

Knowledge of projects JF GG / MG
16% know
84% do not know

Knowledge of projects in other cities
11% know
89% do not know

To complete the survey, was made the following question to respondents: "Do you consider important to the dissemination and spread of the General Gymnastics in the city through projects and also in schools?". The majority held that the improvement of physical, health and wellness. Some responded that an alternative teaching of Physical Education, one participant said it is important "because there is a physical model to practitioners," one participant confused contemporary dance with GG and only one did not give his opinion. Despite these results, most participants of this research proved confusing to many concepts of Gymnastics and Physical Education, often related to health and wellness, and forgetting the pedagogical side of that content.

According to this research, many teachers who formed over 20 years, had no discipline in the undergraduate course, which in fact may have facilitated our understanding the confusion reported among this type (GG) with Rhythmic Gymnastics, Artistic Gymnastics and competition.

The General Gymnastics proved to be worked a little content and little knowledge of the physical education teachers. Other important was the finding that the prioritization of the sport over the other contents of Physical Education, missing the teacher to modify and adapt their classes to implement other elements of physical culture.

CONCLUSION

According to this research, it became clear how much you need the knowledge and understanding of Physical Education professionals working in the school of the content General Gymnastics (or Gymnastics for All), and how important it is that content to the student's teacher training . Pereira (1993) and Payne, Berni (1999) found that sports, especially the four most popular indoor sports: basketball, futsal, handball and volleyball, comprised about 70% of content regularly developed, registered and proven teachers in documents observations and interviews with teachers and students. Where does the gym at school? How to break the hegemony of the sports of gymnastics and prejudice and insert it in the school context? According to Pereira (2006) the gym has been incidental activity, secondary and limited quantitatively and qualitatively. It can even be present "in almost every class" in the Elementary and Secondary Education, because it is practiced as a "warm" pre-sports, which are

performed in a simplistic, repetitious, uncritical and disconnected projects and educational projects life. As physical education teachers, have a right to break these paradigms that have become proven scientific truths, and make room for such content as important as any other discipline of Physical Education. For the second

Smith (1998), the meaning of the word gymnastics takes us to "exercise the art of naked body" naked on the possibility of being free, playful, fun and stripped of practices aimed

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THE GYM TEACHER IN VIEW OF THE GENERAL PUBLIC EDUCATION NETWORK OF JUIZ DE FORA / MG

According to research conducted during the twentieth century and early nineteenth century, we see the dominance of sports in physical education classes, and a devaluation of gymnastics in the school, especially the General Gymnastics, or Gymnastics for All. The purpose of this study was to identify the vision and understanding of the content of physical education and sport gymnastics, to understand the place of General Gymnastics in schools. We conducted a questionnaire to teachers of public schools in the city of Juiz de Fora - Minas Gerais.

KEYWORDS: Physical Education. Gymnastics. General Gymnastics

LE PROF DE GYM EN VUE DU RÉSEAU D'ENSEIGNEMENT PUBLIC DE JUIZ DE FORA / MG

Selon les recherches menées au cours du XXe siècle et du début du XIXe siècle, nous voyons la domination du sport dans les cours d'éducation physique, et une dévaluation de la gymnastique à l'école, en particulier la gymnastique générale, ou de gymnastique pour tous. Le but de cette étude était d'identifier la vision et la compréhension du contenu de l'éducation physique et gymnastique sportive, de comprendre la place de la gymnastique générale dans les écoles. Nous avons effectué un questionnaire aux enseignants des écoles publiques dans la ville de Juiz de Fora - Minas Gerais.

MOTS-CLÉS: éducation physique. Gymnastique. Gymnastique générale

EL PROFESOR DE GIMNASIA EN VISTA DE LA RED GENERAL DE EDUCACIÓN PÚBLICA DE JUIZ DE FORA / MG

Según una investigación realizada durante el siglo XX y comienzos del XIX, vemos que el dominio de los deportes en las clases de educación física y una devaluación de la gimnasia en la escuela, especialmente la Gimnasia General, o de Gimnasia para Todos. El propósito de este estudio fue identificar la visión y la comprensión de los contenidos de la educación física y la gimnasia deportiva, para entender el lugar de la Gimnasia General en las escuelas. Se realizó un cuestionario a los maestros de las escuelas públicas en la ciudad de Juiz de Fora - Minas Gerais.

PALABRAS CLAVE: Educación Física. Gimnasia. Gimnasia General

A GINÁSTICA GERAL NA PERSPECTIVA DOCENTE DA REDE PÚBLICA DE ENSINO DE JUIZ DE FORA/MG

Segundo pesquisas realizadas durante o século XX e começo de século XIX, vemos a hegemonia dos esportes nas aulas de Educação Física, e uma desvalorização da ginástica no âmbito escolar, principalmente a Ginástica Geral, ou Ginástica Para Todos. O objetivo dessa pesquisa foi identificar a visão e o entendimento desse conteúdo da Educação Física e modalidade gímnica, para entendermos o lugar da Ginástica Geral no âmbito escolar. Foi realizada uma aplicação de questionário a professores da rede publica de ensino na cidade de Juiz de Fora – Minas Gerais.

PALAVRAS-CHAVE: Educação Física escolar. Ginástica. Ginástica Geral