07 - DESIGN OF PHYSICAL EDUCATION TEACHERS ON RHYTHMIC GYMNASTICS

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INTRODUCTION

The body not only devotes itself to a world which brings with it a scheme: he has more distance than is possessed by him. All the more so the gesture of expression, which is in charge of designing and abroad to display what he seeks, makes a real recovery and remakes the world to know it. (Merlau-Ponty, 2002 apud Araújo and Kunz, 2006).

The Rhythmic Gymnastics is a sport very flashy and exciting, and is rapidly growing in popularity in this country. It requires a high degree of skill, flexibility, coordination and elegance of the performer, and also particularly attractive to the viewer. It is based on dance moves, consisting only of solo sequences, performed with small appliances (BOTT, 1986).

Rhythmic Gymnastics is a sport specifically feminine charms because potential ally the art of expressive movement of the body with the use of technical devices or not it characteristic, plus the interpretation of a song. Since then considered as a sport that excites art, and motivated by competition, you get the desire to reach perfection. Five types of devices are used for competition, recognized by the International Gymnastics Federation, which are rope, ball, hoop, clubs and ribbon. All exercises are performed with music and should show a high degree of expression, interpretation, rhythm and harmony, and that the movement should be closely choreographed with music.

According to Silva (1983) apud Paoliello & Rinaldi (2005), the GR, as established knowledge, has been largely elencada curriculum of training courses in Physical Education from the 50s of last century. Already possessing knowledge as discipline themselves, occupying a place within the area of Technical Knowledge, has become embedded in the curriculum of most courses in 1989, after the curriculum reform grounded in Resolution 03/87.

Like other sports, the GR becomes of great importance in the school curriculum because it enables the student to know it historically and contemporary. Thus enabling the promotion and understanding as other field of knowledge can thus, with other school subjects, contribute to finding new knowledge. For these reasons, this article demonstrates the need to understand the concepts of physical education teachers about rhythmic gymnastics, as the purpose their application in schools.

MEDOTOLOGIA

The field research of a descriptive then presents the design of 15 physical education teachers in the city of Paraná Apucarana on rhythmic gymnastics. The type of research that is classified as "descriptive", is premised on seeking troubleshooting improving practices through observation, analysis and objective descriptions, through interviews with experts to standardize techniques and content validation (THOMAS; NELSON, SILVERMAN, 2007).

For such comparisons involved in the research, professors of physical education in the municipal, state and private schools of the city of Apucarana, state of Paraná, the total number of 15 teachers. This occurred within 10 days in which each educator received a questionnaire to answer, along with a term sheet with exposure of objectives, explanation of procedures and guaranteed confidentiality and anonymity of responses.

The questionnaire that was developed using data outlining especially questions that addressed the purposes of this study. Instrument data collection set with 13 items related to the theme. Aiming to analyze the conceptions of rhythmic gymnastics in the educational field.

DEVELOPMENT

Professional Preparation in Physical Education

The first reference in physical education (gym) in the Brazilian educational system emerged in 1851. In Brazil the preparation of teachers for physical education in the military sphere began with the creation of the naval school in Rio de Janeiro in the early and the School of Physical Education of the Military Police of São Paulo in 1925 (NAHAS, 1991).

In 1939 came the first school physical education in Brazil. Their goal was to prepare teachers for the school system, trainers and masseurs for the sport. Thus, with the emergence and development of the profession in Physical Education, there was a growth of employment opportunities coupled with the same development of education systems. Certainly this has led to physical education to evolve as a profession focused on making his professional schooling known as a teacher (Barros, 1998).

From the 70 new opportunities have emerged for these professionals relating to health, education and leisure, thus specializing in the area of physical education sports, dance and leisure.

The trend of employment in the area, shows that the services required by today's society, related to bodily exercise and motor skills are increasingly specialized, requiring then preparation for each segment of the labor market. This finding was considered for changes to the law that allowed the existence of bachelor's degree programs in the area (Barros, 1998).

History of Rhythmic Gymnastics

To some scholars, the meaning of Rhythmic Gymnastics has truly been confused with art, since it brings the search for the body expression related to creativity and conditioning coach. Getting so hard to define whether the GR is a type of sport or art (Laffranchi, 2001). Volp (1983) defines the term as the global movement capable of integrating the individual biopsicointelectualmente, which arises from natural, transforming the inner self of the performer.

From this context, one of the first reports about the principle of physical activity associated with the rhythm comes from Rousseau (1712-1778), who conducted a study on the development of technical and practical exercise for early childhood education. It was through the work of Muts (1759-1839), considered one of the pioneers of the club, who won the gymnastics development activities related to the strengthening of the individual and also for the purpose of providing health and preparation for war.

The artistic side of Rhythmic Gymnastics had its roots laid by Delsarte (1811-1871), which featured his work by searching the expression of feelings through body gestures. Dalcroze (1865-1950), Swiss pedagogue and music teacher, began the practice of rhythmic exercises as a means of developing musical sensitivity through body movements. Performed several

physiological studies which concluded the existence of a close relationship between movements and harmony of its dynamism, the balance between the various states and central nervous system, exerting wide influence in the formation of dance schools and the development of physical education.

Bode was considered the creator of Rhythmic Gymnastics, who established the basic principles of it, which until today, considered important and followed. His theories are based on the principle of contraction and relaxation, which is the very essence of human movement and form the unity of body rhythm. As for space, explored the directions and plans for all its possibilities, which forms the basis of the variation of the displacement current in rhythmic gymnastics. Introduced the expression and exercise of group work, highlighting the collaboration and harmony of participants. Duncan (1878-1929), follower of Bode, adapted the system to the dance and led to the former Soviet Union, where there began teaching this new sport activity as independent and competitive events.

From there, the German Medau, studied rhythmic exercises and initiated the introduction of devices like the ball, the clubs and bow. Taking the first step toward the use of equipment in the exercises female. According Molinari (1991), the Rhythmic Gymnastics began to be practiced since the end of World War I, but had no specific rules, and not given a name. Several schools innovated traditional exercises of Artistic Gymnastics, mixing them with music. And thus the Rhythmic Gymnastics, sport independent, shall be called Modern Gymnastics (1962), in recognition of the International Gymnastics Federation (FIG). And in 1975, is now called Rhythmic Gymnastics Sport, settling definitely a competitive feature.

In 1984, the GR, as recognized by the International Olympic Committee, was introduced in the Olympics that year. In Brazil, the GR started in the 50s by Hungarian coach Ilona Peuker in Rio de Janeiro. And soon after the sport spread across. The current Rhythmic Gymnastics had several names, such as Modern Gymnastics, Rhythmic Gymnastics Modern, and is practiced mainly by women, came to be called Modern Women's Gymnastics. Following the decision by the International Gymnastics Federation, the denomination passed Rhythmic Gymnastics Sport, and today, finally Rhythmic Gymnastics (Lourenço, 2003).

Characteristics of Rhythmic Gymnastics

The Rhythmic Gymnastics is characterized by high standards of coordinative athletes. And bilateral symmetry are fundamental to its success. But there is also the artistic aspect, in which the performances of the athletes are evaluated by referees, so the physical and technical performance can be supplanted by a subjective interpretation. It has two types of competition, being differentiated individually and together. Body Elements are the indispensable foundation of individual and joint exercises.

The body elements can be carried out in several directions, plans, with or without displacement, in support of one or two feet, with coordinated movements of the whole body. They are part of the body required elements: walking, running, jumping, hopping, balancing, spinning, balancing, curling, perform pre-acrobatic elements, launch and recover, and exercises must be accompanied by musical stimulation. The exercises are assessed according to the Code of Points by properly licensed referees with brevets obtained in qualification tests.

According to the International Gymnastics Federation (2008), there are some rules for each apparatus rope, hoop, ball and ribbon apples. The rope is characterized by swings, spins, moves in eight, launches and recoveries, passages inside by leaps and Hops. Gymnasts jump rope with open or folded, held by both hands. The same is made of linen or synthetic material, proportional to the size of the gymnast.

Already in the bow, the most common movements include swings, bearings, launches and recoveries, spins, spins on the floor and around the hand and other body parts. The arc is made of wood or plastic, have inner diameter 80-90 cm, weighing at least 300 grams. With the ball movements are more common waves, circles, launches and recoveries, with ball bearings on the floor and along parts of the body. The ball is made of rubber or synthetic material, and its diameter is 18 to 20 cm, weighing a minimum 400gramas.

The clubs are swings, large and small circles, reels, launches and recoveries, and rhythmic beats these being the most common movements. Apples are made of synthetic material or wood, with approximately 40 to 50 cm long, and its weight is 150 grams each; the head of the club must be within 3 cm, with the appearance of inverted bottles. In Series tape movements are spirals, swings, circles, launches, recoveries and movements with figures like eight. The tape should remain constantly in motion, it possesses a stylus which is made of wood or synthetic material and have a maximum diameter of 1 cm per 50 to 60 cm in length. The material used is satin width of 4 to 6 cm by 6 m length and weight of at least 35g.

Rhythmic Gymnastics in Physical Education

The GR is a sport that provides the development of all features for apprentices, through various opportunities for movement. According to Palmer (2003) apud Caçola (2007), the opportunities are endless movements, children use their natural creativity and imagination to manipulate the devices with different shapes and fun.

The Rhythmic Gymnastics is a sport considered privileged, motor skills as well as having close cultural body found in jokes and games for children. And with that, favors since five years of age the opportunity to experience driving in GR no one is that early on skill (ALONSO, 2004 apud CAÇOLA, 2007).

A higher proportion of children do not know what is GR, even had contact with the materials characteristic of the sport. Therefore, it is necessary a process of setting the child on the most relevant aspects of the sport. These aspects are from the area of the body, the knowledge of the devices in various ways to handle as well as the musical rhythm perception (Collaço et al, 2004).

The child realizes, so that your body is wide, and enables the development of various skills that did not even know. This is the time when the child realizes that not only serves the rope to jump, the ball goes beyond the kick at goal, then proposing a setting with rhythmic gymnastics apparatus. Given the above, the development of the cognitive aspect can be explored by the rhythmic gymnastics in different ways. Once the activity that favors communication and integration of group members, develops the creative capacity through the development of its own motion, consistent with their abilities and / or limitations (PIRES, 2002; apud Collaço et al, 2004) .

Besides these, allow the creation of creative instinct, participatory work with the student or stories involving rituals. And before these elements, one acquires through improvisation, the habit of autoiniciativa, spontaneity and flexibility of ideas or group decisions.

However, it tends to influence the awareness and consciousness of the body, beyond their actual capabilities visual, tactile, acoustic, or rhythmic motor. Strengthening the desire for self-expression, and increasing enthusiasm in using it. And how resource externalization of the inner self, increase the capabilities related to knowledge, especially concentration and memory (PIRES, 2002; apud Collaço et al, 2004).

In the field of social-affective domain, the GR favors numerous experiments. Part of this domain that the relationship with the student establishes with the environment and with other colleagues. Pires (2002), cited Collaço et al, 2004) reports that

this relationship will influence social even in the context of their own rhythmic gymnastics. So "we can say that the execution of a gymnast always depend on the execution of the rest of the group."

According to Pires (2002) apud Collaço et al (2004), rhythmic gymnastics, in addition to providing all the benefits mentioned above, it also helps in the formation of the individual motor. Among them we can highlight the balance, coordination, speed and agility. Would also contribute to the perceptual motor training, among them the space, time, subject and body.

For these reasons, it is the need to incorporate rhythmic gymnastics in daily physical education classes, so that the child can develop fully and satisfactorily. But for this to occur, it is necessary that the teachers responsible for the discipline, are able to develop it correctly and effectively, in order to incorporate all the benefits of sport, in the effectiveness of learning and student development.

RESULTS AND DISCUSSIONS

As previously mentioned, participated in the survey, a total of 15 educators Apucarana municipality, state of Paraná. The largest proportion taught in private schools, and a total of 53%, followed by 27% of the state and 20% in municipal schools. Educators interviewed, 60% were male and 40% female. What about the time of operation, 34% of respondents have less than 5 years of operation, 13% between 5-10 years, 20% between 10 and 15 years and 33% over 15 years experience.

When asked about the professional preparation, 73% said that had good training, followed by 27% who considered their training very good. According to the interviewees possessed all the Rhythmic Gymnastics in their training, however, only 07 teachers stated that the Rhythmic Gymnastics have been present in their planning. Treating Gymnastics in a general context, 12 said yes that was involved in their planning. And in relation to appliances, all educators claimed to know and distinguish all equipment used in the sport.

Regarding the availability of material resources essential to the development of the discipline where lectured, 47% considered good, followed by 33% good, and 13% and 7% as fair and poor respectively. Note that of the teachers who evaluated the available resources as very good, are those who teach in schools of private schools. Thus, one can notice a difference between materials provided by teachers, but nevertheless proved that all materials have been even alternative modality for implementation of the middle school. Thus, it was observed that teachers, mostly know the equipment used in the sport, and also have some essential resources for development in the institutions where they teach, however, does not apply to sport in their classes.

Most teachers (93%) reported that the Rhythmic Gymnastics content as it is very good or good for their students. And thus, can be inserted in the plans, to be part of the discipline as any other modality. However, everyone understands that this insertion does not occur, because that rhythmic gymnastics is still considered a sport and / or difficult sport to be worked, which requires skill, and domain resources.

By reason of the Rhythmic Gymnastics is a sport female, questioned whether it could be applied in the school environment generally, and 93% of teachers considered that possibility. Finally teachers were asked whether or not the mode could be given in the school environment as a Performance Sports, being considered by 73% of respondents, the Rhythmic Gymnastics could be part of the school context as a performance sports.

Given the responses, we can conclude that the Rhythmic Gymnastics is known for Physical Education Teachers, which had the sport in their curriculum in undergraduate institution. It was also found that the appliances are recognized by the same and that most of these have some, even if the inclusion of alternative embodiment where teaches. But the minority of respondents stated that the GR is present or has already done this in their lesson plans.

FINAL

New technologies are invented all the time, requiring new profile professionals in conducting the work. The issue of "competence" has also been constantly emphasized the motto "learning to learn" has received great prominence in recent times.

Teaching activity has been changing due to changes in conceptions of school and forms of knowledge construction, resulting in the need to rethink the pedagogical-didactic intervention in school practice. A crucial aspect of these changes is the transformation of investment in quality of teachers and the improvement of working conditions in schools, so that they favor the collective construction of educational projects.

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We believe in the importance of GR in school, because, as seen in this paper, is not just a sport art, beautiful to be seen but also to learners the opportunities are endless movements, where they use their natural creativity and imagination to manipulate devices with different shapes and fun.

Anyway, Rhythmic Gymnastics, like other sports, is of great importance in the school curriculum, allowing students to know it historically and contemporaneously, to enable the promotion and understanding as other field of knowledge may well content with others school contribute to finding new knowledge.

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DESIGN OF PHYSICAL EDUCATION TEACHERS ON RHYTHMIC GYMNASTICS

ABSTRACT

The Rhythmic gymnastics is a sport highly school, their movements and equipment specific to the practice are present in the daily lives of children which enables various forms of organization in the planning of physical education classes in elementary schools in particular. This study arises from the need to understand the design of the physical education teachers about their applicability and rhythmic gymnastics at school. The field research of a descriptive then presents the design of 15 physical education teachers in the city of Paraná Apucarana on rhythmic gymnastics. After signing the consent form, the questionnaire was applied in the same locations of performance. The results demonstrated that GR is known by teachers participating in the research, which had the sport in their curriculum in undergraduate institution. It was also found that their devices are recognized by them and they mostly have alternative materials for the inclusion of the sport where he teaches, but a minority of respondents said that the GR is present or has already done this in their plans classroom.

KEYWORDS: Rhythmic Gymnastics, Physical Education Teachers.

CONCEPTION DES ENSEIGNANTS D'ÉDUCATION PHYSIQUE SUR GYMNASTIQUE RYTHMIQUE

RÉSUMÉ

Les gymnastique rythmique est une école de sport très, leurs mouvements et de l'équipement spécifique à la pratique sont présents dans la vie quotidienne des enfants, ce qui permet diverses formes d'organisation dans la planification des cours d'éducation physique dans les écoles primaires en particulier. Cette étude découle de la nécessité de comprendre la conception des professeurs d'éducation physique sur leur applicabilité et la gymnastique rythmique à l'école. La recherche sur le terrain d'un descriptif présente ensuite la conception de 15 professeurs d'éducation physique dans la ville de Paraná Apucarana sur la gymnastique rythmique. Après avoir signé le formulaire de consentement, le questionnaire a été appliquée dans les mêmes endroits de la performance. Les résultats ont démontré que GR est connu par les enseignants participant à la recherche, qui a le sport dans leur cursus dans un établissement de premier cycle. Il a également été constaté que leurs appareils sont reconnus par eux et ils ont surtout des matériaux de substitution pour l'inclusion du sport où il enseigne, mais une minorité des répondants ont dit que le GR est présent ou a déjà fait dans leur salle de classe plans.

MOTS-CLÉS: Gymnastique Rythmique, professeurs d'éducation physique.

ISEÑO DE PROFESORES DE EDUCACIÓN FÍSICA EN GIMNASIA RÍTMICA

RESUMEN

La gimnasia rítmica es un deporte altamente escuela, sus movimientos y equipos específicos para la práctica están presentes en la vida cotidiana de los niños, que permite diversas formas de organización en la planificación de las clases de educación física en las escuelas primarias en particular. Este estudio surge de la necesidad de entender el diseño de los profesores de educación física sobre su aplicabilidad y la gimnasia rítmica en la escuela. La investigación de campo de carácter descriptivo a continuación se presenta el diseño de 15 profesores de educación física en la ciudad de Paraná Apucarana en gimnasia rítmica. Después de firmar el formulario de consentimiento, el cuestionario fue aplicado en los mismos lugares de actuación. Los resultados demostraron que los recursos genéticos se conoce por los profesores que participan en la investigación, que tuvo el deporte en su plan de estudios en la institución universitaria. También se constató que sus dispositivos son reconocidos por ellos y que en su mayoría cuentan con materiales alternativos para la inclusión del deporte en el que enseña, pero una minoría de los encuestados dijo que el GR está presente o ya lo ha hecho en sus clases de planes.

PALABRAS CLAVE: Gimnasia Rítmica, Profesores de Educación Física.

CONCEPÇÃO DOS PROFESSORES DE EDUCAÇÃO FÍSICA SOBRE GINÁSTICA RÍTMICA

RESUMO

A ginástica rítmica é um desporto altamente escolar, seus movimentos e aparelhos específicos para a prática estão presentes no cotidiano das crianças o que possibilita variadas formas de organização no planejamento das aulas de educação física no ensino fundamental em especial. Este estudo surge com a necessidade de compreender a concepção dos docentes de educação física sobre a ginástica rítmica e sua aplicabilidade no meio escolar. A pesquisa de campo de cunho descritivo apresenta então a concepção de 15 professores de educação física do município de Apucarana no Paraná sobre a ginástica rítmica. Após assinatura de termo de consentimento livre e esclarecido, aplicou-se os questionários nos locais de atuação dos mesmos. Os resultados demonstraram que a GR é conhecida pelos professores participantes da pesquisa, os quais tiveram a modalidade em sua grade curricular na Instituição de graduação. Verificou-se também que os seus aparelhos são reconhecidos pelos mesmos e que em sua maioria possuem materiais alternativos para a inclusão da modalidade no local onde leciona, porém a minoria dos entrevistados afirmou que a GR se faz presente ou já fez presente em seus planos de aula.

PALAVRAS-CHAVE: Ginástica Rítmica, Educação Física, Professores.