# 175 - THE IMPORTANCE OF INCLUSION OF SPORTS SCHOOL GUIDANCE IN PHYSICAL EDUCATION AND CHARACTERISTICS PEDAGÓGICAS

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**INTRODUCTION**

The sport Guidance is used as a tool for education in several European countries such as Switzerland, Sweden, Finland, Portugal, France, England and Spain among other countries, particularly in England and Spain, where it is used in its general topics and also in Environmental Education. This paper proposes to present the sport as a guidance tool for teaching physical education at school. During the practice of sport Guidance, working up various skills and content, between them, the Portuguese Language, geography, mathematics, history, ecology, astronomy, science, cartography, ethics, environmental education, among others.

The sport is Guidance art of navigating between unknown lands, providing physical activity and contact with nature. Compass and map are major equipment for this modality. According to the survey, we find that sport Guidance, in modern life, is essential to develop the skills and multiple intelligences, a role as important as learning to read, write and count, taking action even as an educational component playful . In addition to providing for the child to integrate with the environment and with his colleagues.

According to Ferreira (1999) for guidance, has always been used in all displacements land and sea in order to go as fast as possible from one place to another. There are records of the use of rudimentary maps by the Egyptians 2.000aC (PALMER, 1997).

The Guidance, now known as Sports Guidance, is practiced today on five continents, originating in Sweden by Major Ernest Killander in 1918, considered, so the "Father of Guidance" (PALMER, 1997).

In the year 1912, the Orientation program entered the Swedish Athletics Federation's influence by the then Chief of Scouts - Ernst KILLANDER - that attracted young people, of this new form of running, because they depart from the racing and athletics (cross country) .

After the 2nd World War (1945), the orientation has become widespread and practiced in various countries: Australia, Belgium, Canada, Spain, France, Great Britain, and so on. But it was from the 1961 guideline that reached worldwide. In the same year was created in Copenhagen, the IOF - International Federation of Guidance, with 11 countries as a founding member. According to Oliveira (2008), the first championship was held in 1962 in Norway, Loten. In 1963 came the first publication of the provisional rules of the IOF and in the same year was the National Championship of the USSR. Portugal holds its 1st championship of the Armed Forces in Mafra in 1973, but only in 1987, with the formation of the Portuguese Association for Guidance (CONTRIBUTION), through some meetings began to produce the first maps appropriate to their practice, according the rules of the IOF (International Federation of Guidance).

The Sport of Guidance arrives in Brazil by soldiers who in 1970 went to Europe to attend the competitions Guidance of CIMS (International Military Sports Council). The following year, 1971, was held the first competitions in the country (FERREIRA, 1999).

According to Ferreira (1999), the Food Guidance has been included in the curriculum of the School of Physical Education of the Army. In 1984, in Curitiba, was the XVII World Military Guidance that contributed to the development of sport among the military and civilian Brazilians.

Currently, the guidance comes out of the barracks and is presented in universities, schools, clubs, starting to interact with the Brazilian companies, is seeing a bright future.

According to Dornelles (2000), president of the Brazilian Confederation of Guidance, sport Guidance [...] "is a sport in which a competitor has to pass through control points, marked on the ground, in the shortest possible time, aided by map and compass."

Guideline is one of sports more fair, because the competitors compete on equal footing. The athletes are divided into categories according to gender, age and technical level. This provides a physical and technical equity, which makes the sport exciting (PASINI, 2008 ¬).

Athletes are divided according to sex: Men (h) and Women (letter D). The difficulty levels are: Novice (N), Difficult (B), Very Hard (A) and Elite (E) - and the last, only for ages (16, 18, 20 and 21). As for the age practitioners are divided according to physical capacity in several categories (PASINI, 2008).

In 1974, the sport was included in the curriculum guidance of the School of Physical Education of the Army, ESEFEX and is a compulsory subject. His inclusion occurred through the Ministry of Education and Culture, MEC. In this school, in the same year, is published the first publication Brazilian technical guidance on the sport. After the organization of the first clubs in Brazil the sport was introduced into the curriculum of the course in physical education professor at the UFRJ JOSÉ Maria Pereira da Silva.

In 1998 Mr. Jose Nilton held in the city of Cachoeira do Sul - RS a Symposium of Sports Guidance and Interdisciplinary Tool, which had as speaker Mr. Jose Otavio Dornelles Franco, President of FGO. After this event took place in Cachoeira do Sul a course of training of teachers, and the sport Guidance included in the curricula of some schools, of which feature the School Ataliba Brum Marist School and San Roque.

The CBO (2008) divided the modality guidance in four areas: education, environment, tourism and competitive. Currently the Sports Guidance is included as a discipline in some schools and universities, including the level of postgraduate studies at the University of Parana. According to the Brazilian Confederation of Guidance (2007), the sport grows in the universe for guidance schools by their ability to unite, especially cognitive and physical aspects, which expands the ability of students to participate on equal terms, by their need for knowing the accurate reading of maps, assessment and choice of route, using the compass, concentration under stress, making quick decision-making, among others (OLIVEIRA, 2008)

The sport's guidance means that young people suffer a very significant positive influence on their development in relation to the time-space-object, as it gives benefits to the development of intelligence in people of all ages, especially among children.

In a field of study, Kleinmann (2003) demonstrated how, through a play activity, that sport can develop knowledge in

relation to space - time-object of his practice. "The constant need to make decisions, to interpret symbols and adapt to the differences of the land, makes the guiding develop their intelligence and put into operation the development of their strategic thinking."

Through the practice of Guidance, discover will be able to enjoy freedom of nature, outdoors, which will provide a good time for adventure in places perhaps unknown. Guideline is not reserved only for those who have good technical qualities and physical conditions or for lovers of the competition. Guideline is the ideal formula for enjoying alone, with friends or with the whole family (PAJUELO, 1999).

The guidance makes you think while forcing to make decisions, performing a mental gymnastic very necessary and indispensable to adult children. "Thinking and running, this is the motto, a perfect combination of your body and your mind" (PAJUELO, 1999).

From a modern concept of education, where it preserves the interdisciplinary content of the Physical Education in Schools could, with success and modernity, using this modern sport, which has the ability to work almost all School Content of our system of education (ARROYO, 2000).

As said earlier by the Guidance is possible to work Interdisciplinarity, developing knowledge in various subjects that are part of educational content. Examples abound, such as: discipline in history may be working as subjects: the origin of the compass, the astrolabe, the role of the press, great navigations and history of the place where the Guidance (PASINI & DANTAS 2008). Also according Pasini and Dantas (2008) in Geography you can address the mapping, topography, cardinal points, or even the globe, its latitudes and longitudes. You can also call and show the ways the climate, vegetation, hydrography, relief as: hill, ravine, talvegue, track, depression, peak, plateau, riparian, among others. In Guideline is constantly working with angles and mathematical calculations. It is then that you can make a connection with the mathematics. Between a point and the other athlete can find an acute angle, straight or obtuse. At orientation, is used the compass, and by the ruler of that is on the same scale, are measures on the map and comparison with the ground. This comparison will require calculations, mainly the rule of three. For with Pasini and Dantas (2008) in Portuguese Treaty lists may be ways to study. One example is the teaching of new words and their meanings.

Ecology in the discipline and preserve the environment. Guideline uses field as the very nature of the game. The motto of the sports world is "Guidance - the sport friend of nature" (PASINI & DANTAS 2008). These are only some examples of the ability of this method is to hold a work together with each of the disciplines in the existing grade curriculum.

The practice of guidance allows the student to leave the school, often inadequate, leading it to a contact with nature, avoiding the routine and stress. This is a feature that leads to learning and develops the multiple intelligences. The Guidance can do this role, in addition to physical activity, is used both the reasoning and their intelligences that are constantly being required, which promotes the development of the student.

As sporting activity, can be used to develop an education in human society improved, as can develop in their individual capacities and different intelligences inherent through the improvement and application of knowledge acquired through the educational content (CAMARGO, 2004). As the Guidance a sport where the athletes visit the control points, marked on a map in a predefined order, the supervisor is obliged to work their multiple intelligences to interpret the map, make decision, observe nature, counting steps, measure distances look at, or have notions of space, maintain the balance of the body, emotional and psychological, define the space and time (CAMARGO, 2004). In education policy, the CBO puts the sport-oriented service of the education system of public and private. In this case, demand is the best quality of teaching, create the motivation for the student, regardless of performance, but the participation aimed at shaping the individual for the exercise of citizenship and the practice of leisure.

As for the environmental aspect is the production standards of environmental protection of competition, rules and educational activities involving organizers and athletes, to ensure the least possible impact to the environment. It makes the athlete meets the habitat of animals and sensitive areas, creating an intimate relationship of man with nature.

Competitive aspect: it is a set of actions aimed at training of the athletes, the quest for victory, and the work of clubs, with the primary aim of determining the direction of growth. The practice of sport Guidance is to identify the problem, seek the best solution and act. This exercises the memory of how unconscious. The sport requires the establishment of continuous reasoning, producing psychosomatic effects that enhance brain performance in a gradual, as a result of the continued practice of the year.

The practice of any physical activity, which is not different in orientation, generates a higher body oxygenation, increasing the capacity of the cardiovascular practitioner. That makes it more capable of reasoning, adding up the fact that when sports and leisure, the mind is "open", getting greater benefits bio-psycho-social.

**METHODOLOGY**

This study developed from the analysis and interpretation of data from bibliographic type of indirect search. The literature search is to, put the researcher in contact with materials and information that have already been written previously about the issue (MATTOS, ROSSETO JUNIOR AND BLECH, 2004).

The basis of this research was the study of books, specialized articles, dissertations, theses and electronic data, which made possible the access and manipulation of information relevant to our discussion on the relationship between sport of guidance and educational features. Therefore qualitative exploratory in nature (RODRIGUES, 2007). Once the bibliographic was prepared a summary of the main ideas of each text analysis, looking for important points in respect of the sport and its features educational guidance in order to enter - there Physical education in school and, in addition to interdisciplinary work with that contribute to a better development of the student. From this analysis we highlight the main themes addressed by several authors in their studies.

**CONCLUSION**

This research confirms and demonstrate that sport Guidance can be adopted by the education system as a national educational tool for education, because of interdisciplinarity and its ability to act as a link between the curriculum content of the System of National Education, respecting themselves the region, the location / situation where the individual lives, on stage at school or not. It is shown that sport Guidance can be used as an important educational tool in schools, as well as work the physical qualities of the individual, it helps develop the psychological and social skills among its practitioners. Moreover, it can be worked together with other disciplines, seeking improvement and facilitate students' learning.

Allow to suggestion with the inclusion of sport in the curriculum guidance for schools and also at the Universities of Physical Education, for these future professionals, to begin its work in schools, clubs or the academies, apply the acquired knowledge on the subject in order to provide its students the opportunity to experience an activity as well as develop the physical qualities, developed the practice of social and psychological. It is also the existence of a vast labor camp open to interested parties.

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**THE IMPORTANCE OF INCLUSION OF SPORTS SCHOOL GUIDANCE IN PHYSICAL EDUCATION AND CHARACTERISTICS PEDAGÓGICAS**

**ABSTRACT**

Guideline, as activity, follows the man from his home. However, as sport has emerged in the Nordic countries for over a hundred years, with the aim of carrying out a physical activity outdoors, keeping the mind busy practicing throughout their implementation and contributing to environmental education. The study is in respect of that guidance can be inserted into the Physical Education School, because it has characteristics that contribute teaching in a positive and stimulating the development of the student. Today, because to be an important tool interdisciplinary and able to develop qualities bio-psycho-social importance in the process of human development, many schools apply this method is to seek better quality in education.

Keywords: Sports orientation, teaching characteristics

**L'IMPORTANCE DE L'INCLUSION DU SPORT DANS L'ORIENTATION SCOLAIRE DE L'ÉDUCATION PHYSIQUE ET LES CARACTÉRISTIQUES PEDAGÓGICAS**

**Résumé**

L'orientation, comme activité, suit l'homme à son domicile. Toutefois, comme le sport a vu le jour dans les pays nordiques depuis plus de cent ans, dans le but d'effectuer une activité physique en plein air, en gardant l'esprit occupé à pratiquer tout au long de leur mise en œuvre et contribuant à l'éducation à l'environnement. L'étude est à l'égard de cette orientation peuvent être insérés dans l'école de l'éducation physique, car il a des caractéristiques qui contribuent enseignement dans un esprit positif et stimuler le développement de l'étudiant. Aujourd'hui, parce que pour être un outil important interdisciplinaire et en mesure de développer des qualités bio-psycho-social important dans le processus de développement humain, de nombreuses écoles appliquer cette méthode est de rechercher une meilleure qualité de l'éducation.

Mots-clés: Sports d'orientation, de l'enseignement Fitness caractéristiques et l'école.

**LA IMPORTANCIA DE LA INCLUSIÓN DE LOS DEPORTES DE ORIENTACIÓN ESCOLAR EN LA EDUCACIÓN FÍSICA Y LAS CARACTERÍSTICAS PEDAGÓGICAS**

**RESUMEN**

Orientación, como actividad, sigue el hombre de su casa. Sin embargo, como el deporte se ha convertido en los países nórdicos desde hace más de un centenar de años, con el objetivo de llevar a cabo una actividad física al aire libre, manteniendo la mente ocupada practicando a lo largo de su aplicación y contribuir a la educación ambiental. El estudio se refiere a que la orientación se puede insertar en la Escuela de Educación Física, porque tiene características que contribuyen en la enseñanza de una positiva y estimular el desarrollo del estudiante. Hoy en día, porque para ser un importante instrumento interdisciplinario y capaz de desarrollar cualidades bio-psico-social en el proceso de desarrollo humano, muchas escuelas de aplicar este método es la búsqueda de una mejor calidad en la educación.

Palabras clave: Deportes orientación, la enseñanza de las características y Fitness Escuela.

**A IMPORTANCIA DA INCLUSÃO DO DESPORTO ORIENTAÇÃO NA EDUCAÇÃO FÍSICA ESCOLAR E SUAS CARACTERISTICAS PEDAGOGICAS**

**RESUMO**

A Orientação, como atividade, acompanha o homem desde sua origem. No entanto, como esporte, surgiu nos países nórdicos há mais de cem anos, com o propósito de realizar-se uma atividade física ao ar livre, mantendo a mente do praticante ocupada em toda a sua execução e contribuindo para a educação ambiental. O estudo insere-se na relação, de que a orientação pode ser inserida dentro da Educação Física Escolar, pois o mesmo possui características pedagógicas que contribuirá de forma positiva e estimulante no desenvolvimento do aluno. Hoje em dia, pelo fato de ser uma importante ferramenta interdisciplinar e capaz de desenvolver qualidades bio-psico-sociais importantes no processo de desenvolvimento humano, muitas escolas valem-se desta modalidade para buscar melhor qualidade no ensino.

Palavras- chave: Desporto orientação, características pedagógicas e Educação Física Escolar.