145 - INITIATION OF TYPE OF STATE COLLEGE VOLLEYBALL IN THE FIELD MOURÃO: WHAT IS THE REAL SITUATION?

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The volleyball was created in the year of 1895 by American William G. Morgado, director of Physical Education of the Christian Association of Lost (ACM) in the city of Holyoke in Massachusetts, United States of America, whose original name was new sport minonette. (CRISÓSTOMO, 2005)

Note that the sport in fashion at that time was the basketball, which had been established only three years ago, however, this sport, had to be very energetic and tiring for men of advanced age and do not have the habit of the practice of activity physics. So Morga wanted with the volleyball, encourage the practice of movements that offset a sedentary lifestyle of its practitioners, enabling it to moments of recreation and leisure, so put a network similar to tennis, on which a camera was the ball of basketball beat, thus resulting in the sport which would be later called volleyball.

Currently this method is performed in different ways, a factor which depends on the location, the public, and, though the goals that it aims to achieve with this practice.

We believe that there is still, today, teachers of Physical Education who choose to work within the school's volleyball on a technique, which is seeking the return of the student or by preparing to compete in the Games this body from Parana. The Guidelines of Physical Education Curriculum for Basic Education of the State of Parana (2006), suggests that the contents of Sport and Physical Education should provide a reading of sports phenomenon to understand the complexity of social, historical and political, seeking in this way that the student has a critical understanding of sports events which must be treated since his condition technique, tactics, its basic elements, even the sense of competition sports, the term social and historical and cultural significance as a mass phenomenon.

Even under the National Curriculum Guidelines (2006), in elementary school the expressiveness body should be the focus in the approach of these cultural events, considered essential to the education foundation of the body and how the educational project. Thus, the sports should be treated as "sporting events" from this, elements articulators link practices body for greater and deeper dialogue with the different expressions of the body, these guidelines emphasizing the body that play and learn.

To have all this information and content can be better articulated, some authors believe in Physical Education School as content that goes beyond the traditional physical education because, according Darido (2005), the Physical Education throughout history prioritized the content on a scale almost purely procedural bringing these teachers to make great difficulty in working conceptual content.

It is known that students are still very resistant to initiatives that include discussions on the systematic conceptual dimension atitudinal in class and therefore the tradition of Physical Education is still "rolling the ball or play by play."

For Darido and Rangel (2005), the teaching is more than learning how to do, the purpose of teaching is that students get a contextualization of information but also learn to relate to colleagues.

For this it is necessary to rethink the concept of doing a review in content and even expanding it to all beyond the cognitive capacity.

Coll et al (2000) define some dimensions of teaching with some questions: "what is knowledge?" (Conceptual dimension), "what you should know to do?" (Procedural dimension), "as if it should be?" (atitudinal size). Thus, it aims to expand the range of information and capacity for learning and greater understanding of the treaty.

Within schools, focus of this job, defend the practice of volleyball as one of the content of Physical Education in which should be available to all students equally, without any kind of exclusion during their practice because, in view of Campos (2006), we can call the volleyball worked within the schools for volleyball, education, which should be developed in the pedagogical principle of education, with that may act to contribute to physical qualities, moral, ethical, and yet has a relationship with other subjects forming.

Thus, this research was to examine how the main focus content volleyball has been working with the 5th grade State College of Campo Mourao - PR and the teacher is responsible for this, is used only for Fitness Traditional or expands its content the conceptual dimensions, procedural and atitudinal, there was a need for both to consider whether the way it treated the way volleyball helps students learn to relate to colleagues; investigate whether there was adapted materials, and local rules of practice during the lessons and identify the difficulties encountered by Professor of Physical Education to work if the content volleyball with the children of the 5th series.

MATERIAL AND METHODS

This research was characterized as descriptive, since Thomas, Nelson and Sullivam. (2007, p. 29 and 235) define which is widely used in education and behavioral sciences. Its value is based on the premise that problems can be solved and improved practice through objective and complete description and also through comments.

The sample of a teacher who was Minister of Physical Education classes for all 5th grade elementary school of the College Estadual de Campo Mourao - PR.

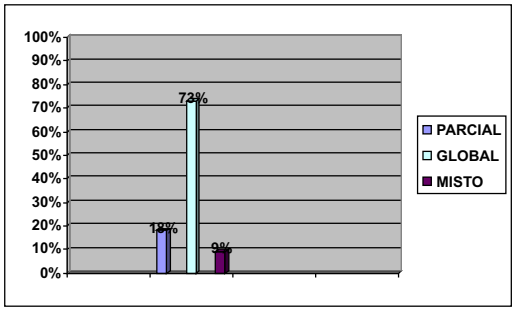
The instruments used to the anger of the data were: systematic observation with specific plug and record in a questionnaire, which is applied to the end of the research professor of Physical Education participating in the research.

The State College of Campo Mourao has a total of four 5th grades in the afternoon being divided into classes A, B, C and D. To observe that during the first term in the year 2008, a total of forty-five classes, and that they happen three times a week in second place, Tuesdays and Fridays, lasting fifteen minutes in which the teacher worked only the content volleyball.

From the collection of these data were analyzed in a qualitative analysis by means of content for the questionnaire, and quantitative analysis, by percentage for the systematic observation of chips.

PRESENTATION AND DISCUSSION OF RESULTS

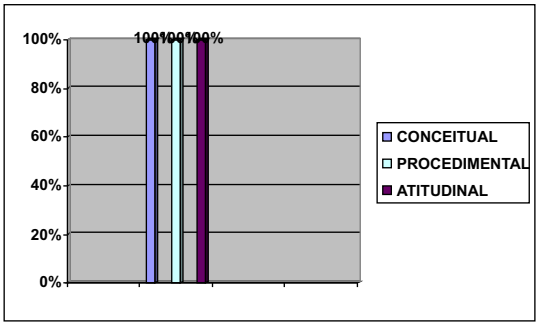
GRAPHIC 01 - STATEMENT OF METHODS USED DURING THE LESSONS FOR THE TEACHER



According to the result above, note that the overall method (73%) stood out as the method most used by the regent of the professor 5th grades during their lessons of Physical Education in which the content addressed volleyball.

For Xavier (1986), apud Tenroller and Merino (2006, p.49), "The overall method is to teach a motor dexterity presenting a whole." Given that the same author says that this method is best suited to work with the age groups between seven to eighteen years of age.

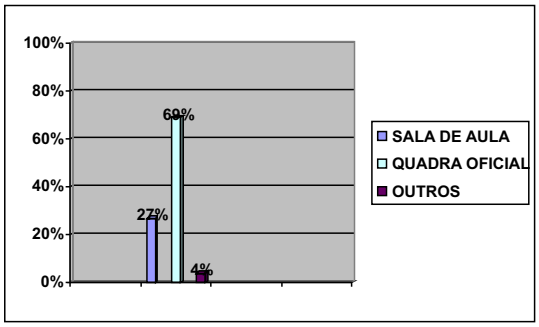
GRAPHIC 02 - STATEMENT OF THE DIMENSIONS OF THE CONTENT USED DURING THE LESSONS FOR THE TEACHER.



In relation to the size of content addressed by the teacher, we can note that used 100% of both, that is, worked in all their classes both the conceptual dimension that the second Darido and Rangel (2005, p. 65.66), by the size of this student will have the opportunity to meet changes in habits and relate them the need for physical activity, know the changes which passed by the sports, and finally know the correct way of implementation of practical exercises and body. Then the same size procedural whose claim that it is a set of actions ordered for a purpose, highlighting the experience of the foundations of the culture body, experiences of different rhythms and movements and expressive, however, the experience of situations in games and games . And finally to have been the size atitudinal where there is an appreciation of the heritage of games and play, respect for the opponent and colleagues using the dialogues without the use of violence, participation in group activities, conservation of non-prejudiced attitudes regarding ethnicity , Gender, ability, etc..

Thus, we can say that really the regent of the professor 5th grades takes into account such dimensions mentioned above, because we observed that he can unite them in their classes when making a connection between them, either during the theoretical or practical classes. We can note that he made an association between what represented the volleyball for students with their changes, presented the correct execution of movements in theory and in practice, but so free to do each according to its limits always respecting your colleagues during the activities proposed, and, though included in all their classes. Recalling that the teacher also reported responding to the questionnaire that really like the theory work first before taking the students to practice.

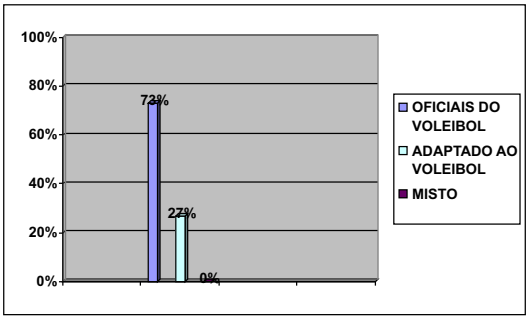
GRAPHIC 03 - SHOWS THE ROOMS USED BY THE TEACHER TO DELIVER THE



LESSONS.

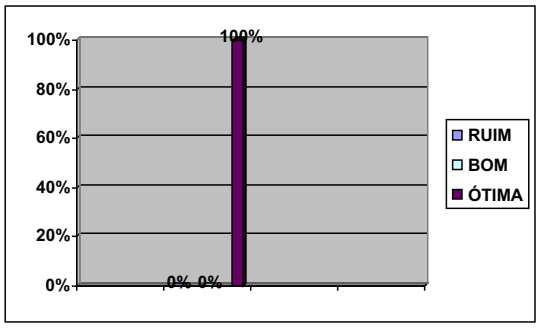
Regarding the location worked in their classes, found that 27% of their classes took place inside the classroom where the teacher worked only the theory of volleyball addressing the origin, history, fundamentals, basic rules, dimensions and also their relationship as sport of media. Already 69% of their classes were held in court being covered and uncovered, always working to string theory, namely that taught in the classroom was quickly linked in practice. And finally, only 4% of their classes took place in another place, more precisely on the court of sand from school, that is, only a day he worked the content of sand volleyball on the court with all the 5th grades equally.

GRAPHIC 04 - STATEMENT OF THE MATERIALS USED BY PROFESSOR to deliver the lessons.



Regarding the use of materials during the practice of volleyball, we can see that in 73% of their lessons the teacher was used for materials such as volleyball official balls, and that at the beginning of practice was used balls of light to better adapt and linkage of students with the material, and during school when the students had already acquired some practical, the teacher was just changing the ball to take the ball in volleyball official. It always remember that it used the network of volleyball and also the whistle for a better organization for the practical classes. Already in 27% of their classes, ie only one class worked with each 5th grade, it was noted that we used a type of material suited to the practice of volleyball, such as a plastic ball-size medium, where After working in turn with light ball and official, offered the students a ball of plastic to experience this new experience. Regarding the use of mixed materials during class, it was found that there was this mixture of materials in any classroom in this period.

GRAPHIC 05 - STATEMENT OF INTERACTION OF STUDENTS WITH THE CONTENT VOLLEYBALL.



And finally, in relation to the interaction of students regarding the content volleyball, we find that both have proved 100% interest in the sport, that is, in all the classes were full participation for all 5th grades observed. It can be said that children were fully involved with the content volleyball, because during the same lecture classes worked in the classroom, students participated interacting with the teacher, reporting what I knew of volleyball in general, presenting their doubts And, however copying the entire area and also designing the positions taught by the teacher. It is interesting to emphasize that the teacher of charging their students the 5th last Content whole series in the table, and they in turn had an issue in terms reserved for matters of Physical Education. And really it was observed that at the end of the term to close the content volleyball, the teacher separated two days to look at the schedules of children and also worked for all content.

According to the questionnaire applied to the professor of Physical Education regent of the 5th series at the end of the remarks, which even contained nine open questions relating to their methodologies to the content volleyball, you can highlight some points that are considered relevant found:

- The teacher taught the content during a volleyball term;.

- It was evident that the teacher takes into account the content structuring that in the case of volleyball structuring the content is the sport while still respecting the conditions and limits of children with the opportunities for recreation and, though the integration and the right of all students in the same way;

- The teacher says in a way that the three dimensions end up being worked on, however, emphasizing the teaching learning. The teacher seeking work the theory, write the movement and implementation of sports before bringing them to practice;

- The teacher says the volleyball socialize, as well as sports groups have worked this important role, both competitively as entertainment;

- The professor pointed out that one of the difficulties to work for the volleyball is the lack of materials or less than the amount necessary to work with this age group;

- About the rules, we can say that really was not charged learners of severely, that is, but what was done was taught in the classroom, but in a playful without waiting for the perfection of movements.

- In relation to the site worked when we noticed that was not in the classroom was on the court, being covered, and even the discovery of sand, so no adjustment facilities for the practice of volleyball.

- As regards the teaching methodology that teachers use in their classes, says that this method is currently the "adjustment", ie it has to adapt to space, the different classes and materials precarious. The practice is different from theory, but nevertheless, it is still possible in some places to work in a correct way and pleasant.

- The methodology of teaching the practice of volleyball adapted to the space that was available that day, along with materials, and yet respecting the characteristics of each class worked. And in this sense, to provide some form of a little of the theory and practice this form of a suitable and attractive to students from 5th grade elementary school.

FINAL CONSIDERATIONS

It is known that the sport is one of the fundamental contents of Physical Education School, but are several ways and methodologies to work if that content within the schools. This research was followed throughout the term a way that the teacher

had this content (volleyball) for the 5th grade of elementary school.

I found that the teacher started showing the contents volleyball at first the theory of this type for children, since its origin until now, and in practice worked in a recreational always making a link with the theory. It is interesting to remember that always welcomed and valued the knowledge that children bring with them, then you may be why it could trust, the attention and respect from them.

It also noted that the teacher had a lot of responsibility and commitment to their work, ie showed much love to his profession, and even sometimes not taking place as intended and materials sufficient to work the volleyball, not left to be desired in time no, that is, it is always ready for their classes, making clear the objectives sought to achieve in each activity.

In relation to the goals that this research aimed to achieve, you can say that the results were satisfactory, because really the content volleyball was not working the way we thought. Well, we had the curiosity to investigate whether the volleyball was treated only as a mass sport, following the rules and always aim for perfection, and found the opposite, the teacher showed to the children that there are several ways of working within a sport even though the school, because we realize that he is not concerned with training athletes, but make this modality equally to everyone, letting them create and recreate movements with freedom of expression and as its limits.

Through the observations could also realize that children of the 5th series have a relationship of affection with the teacher, which offers freedom but, you know the right time to correct them and for this reason seems to be well seen by all.

Thus, we see that the teacher responsible for the 5th series of the afternoon in State College de Campo Mourao - PR has demonstrated a great commitment to their pedagogical practices, and that their students will benefit as they need adequate training, especially in refers to sports events.

Therefore, the suggestion for the professor of Physical Education, as we see from this study that it succeeded in developing an excellent job, it would be right after this period that students had the opportunity to know a bit about the history of volleyball with their rules, dimensions and other aspects emphasized in this study, and also experienced it in practice throughout the first term, it may be content to continue in presenting them with pre-sports games of volleyball, so that the children know about that the various other possibilities to play volleyball with the adaptations of rules and materials. It is believed that it would be an interesting way to continue this work arousing interest and motivation on the part of children who do not yet know this part.

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INITIATION OF TYPE OF STATE COLLEGE VOLLEYBALL IN THE FIELD MOURÃO: WHAT IS THE REAL SITUATION?

Currently, volleyball is working in several ways, a factor which depends on the location, the public, and, though the goals that it aims to achieve with this practice. Thus, this research was to examine how the main focus content volleyball has been working with the 5th grade State College of Campo Mourao - PR and the teacher is responsible for this, is used only for Fitness Traditional or expands its content the conceptual dimensions, procedural and atitudinal, there was a need for both to consider whether the way it treated the way volleyball helps students learn to relate to colleagues; investigate whether there was adapted materials, and local rules of practice during the lessons and identify the difficulties encountered by Professor of Physical Education to work if the content volleyball with the children of the 5th series. This research was characterized as descriptive, and the sample of a teacher who was Minister of Physical Education classes for all 5th grade elementary school of the College Estadual de Campo Mourao - PR. The instruments used for data collection were: systematic observation with specific plug and record in a questionnaire, which is applied to the end of the research professor of Physical Education participating in the research. From the collection of these data were analyzed in a qualitative analysis by means of content for the questionnaire, and quantitative analysis, by percentage for the systematic observation of chips. It is therefore concluded that the content volleyball was working adequately to school, seeking basic knowledge of this modality, but respecting the characteristics of age, and worked with all aspects of content, using most of the time of mixed method and thus making it had the participation of all pupils in class.

KEY WORDS - Fitness School - Volleyball

OUVERTURE DU TYPE DE STATE COLLEGE VOLLEY-BALL DANS LE CAMPO MOURÃO: QUELLE EST LA SITUATION RÉELLE?

Actuellement, le volley-ball de travail est à plusieurs égards, un facteur qui dépend de l'emplacement, le public, et, si les objectifs qu'elle vise à atteindre avec cette pratique. Ainsi, cette recherche était d'examiner comment l'objectif principal contenu de volley-ball a travaillé avec la 5 e classe State College de Campo Mourao - PR et l'enseignant est responsable de cela, n'est utilisé que pour de remise en forme traditionnelles ou étend son contenu les dimensions conceptuelle, de procédure et de atitudinal, il y avait une nécessité à la fois d'examiner si la façon dont elle traitée de la façon de volley-ball aide les élèves à apprendre à se rapportent à des collègues; enquête afin de déterminer si il y avait du matériel adapté, et les règles locales de la

pratique au cours de la leçons et identifier les difficultés rencontrées par le professeur d'éducation physique au travail si le contenu de volley-ball avec les enfants de la 5e série. Cette recherche a été caractérisée comme descriptive, et l'échantillon d'un enseignant qui a été ministre de l'éducation physique pour toutes les classes de 5e année de l'école primaire du Collège Estadual de Campo Mourao - PR. Les instruments utilisés pour la collecte de données étaient les suivantes: l'observation systématique avec des plug et d'enregistrer un questionnaire, qui est appliqué à la fin de la recherche professeur d'éducation physique participant à la recherche. De la collecte de ces données ont été analysées dans une analyze qualitative par le biais de contenu pour le questionnaire, et le dosage, en pourcentage, pour l'observation systématique de puces. Il est donc conclu que le contenu de volley-ball de travail a été de manière adéquate à l'école, la recherche des connaissances de base de cette modalité, mais en respectant les caractéristiques de l'âge, et a travaillé avec tous les aspects de contenu, en utilisant la plupart du temps de méthode mixte et de les rendre ainsi eu la participation de tous les élèves en classe.

MOTS-CLÉS - Fitness - École de volley-ball

TIPO DE INICIO DE LA UNIVERSIDAD ESTATAL DE VOLEIBOL EN EL ÁMBITO MOURÃO: ¿CUÁL ES LA SITUACIÓN REAL?

Actualmente, el voleibol está trabajando en varias maneras, un factor que depende de la ubicación, el público, y, aunque los objetivos que pretende alcanzar con esta práctica. Por lo tanto, esta investigación era examinar la manera en que el contenido principal de voleibol ha estado trabajando con el 5 º grado State College de Campo Mourao - PR y el profesor es el responsable de esto, se utiliza sólo para Fitness tradicional o amplía su contenido las dimensiones conceptuales, de procedimiento y atitudinal, hubo una necesidad de examinar si la forma en que trata la manera de voleibol ayuda a los estudiantes a aprender a relacionarse con colegas, investigar si hubo adaptación de los materiales, y las normas locales de la práctica durante el lecciones e identificar las dificultades encontradas por el profesor de Educación Física a trabajar si el contenido de voleibol con los niños de la 5 ª serie. Esta investigación se caracterizó como descriptivo, y la muestra de un maestro que fue Ministro de la Educación Física para todas las clases de 5 º grado de escuela primaria de la Escuela Estadual de Campo Mourao - PR. Los instrumentos utilizados para la recolección de datos fueron: la observación sistemática con el enchufe y grabar en un cuestionario, que se aplica al final de la investigación el profesor de Educación Física que participan en la investigación. A partir de la recopilación de estos datos fueron analizados en un análisis cualitativo por medio de contenidos para el cuestionario y el análisis cuantitativo, por el porcentaje de la observación sistemática de los chips. Por lo tanto, se llegó a la conclusión de que el contenido de voleibol está trabajando adecuadamente a la escuela, la búsqueda de conocimientos básicos de esta modalidad, pero respetando las características de edad, y trabajó con todos los aspectos de contenido, utilizando la mayor parte del tiempo de método mixto y, por tanto, que contó con la participación de todos los alumnos en clase.

PALABRAS CLAVE - Escuela de Vida Sana - Voleibol

INICIAÇÃO DA MODALIDADE VOLEIBOL NO COLÉGIO ESTADUAL DE CAMPO MOURÃO: QUAL É A REAL SITUAÇÃO?

Atualmente o voleibol é trabalhado de diversas formas, fator esse que depende do local, do público, e, contudo dos objetivos que se visa atingir com tal prática. Diante disso, esta pesquisa teve como foco principal averiguar como o conteúdo voleibol vem sendo trabalhado junto às 5º séries do Colégio Estadual de Campo Mourão PR e se o professor responsável por esta, utiliza-se somente da Educação Física Tradicional ou amplia seus conteúdos para as dimensões conceitual, procedimental e atitudinal, para tanto houve a necessidades de analisar se a forma que é tratada a modalidade voleibol contribui para os alunos aprenderem relacionar-se com os colegas; investigar se houve adaptação dos materiais, regras e local da prática durante as aulas e identificar as dificuldades encontradas pelo professor de Educação Física ao se trabalhar o conteúdo voleibol com as crianças das 5ª séries. Esta pesquisa caracterizou-se como descritiva, sendo que a amostra foi de um professor que ministra aulas de Educação Física para todas as 5ª séries do Ensino Fundamental do Colégio Estadual de Campo Mourão PR. Os instrumentos utilizados para a coleta dos dados foram: observação sistemática com registro em ficha específica e um questionário, sendo este aplicado ao final da pesquisa ao professor de Educação Física participante da pesquisa. A partir da coleta de dados estes foram analisados de forma qualitativa por meio de análise de conteúdo para o questionário, e de análise quantitativa, através de percentual para as fichas de observação sistematizadas. Assim, conclui-se que o conteúdo voleibol foi trabalhado de forma adequada para a escola, visando o conhecimento básico desta modalidade, porem respeitando as características da faixa etária, sendo trabalhadas com todas as dimensões do conteúdo, utilizando-se na maioria das vezes do método misto e assim fazendo com que houvesse a participação de todos os alunos nas aulas.

PALAVRAS CHAVES Educação Física Escolar Voleibol