161 - ACROBATICS GYMNASTICS: METHODOLOGICAL LEADING FOR THE SCHOOL INTERVENTION

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1. INTRODUCTION

Currently scholar physical education is showing a need in the search of new gimnics opportunities, even being recognized by the emerging methodologies as one the body cultural knowledge of movement and extremely important for child motor learning, only accommodating with the little which is working, not taking into account the various benefits provided by it. According Ayoub (2003, p.81) the situation is even more critical, for instance, the gym, as a content of education, practically no longer exists in the Brazilian school.

The difficulty of the practice gymnastic at school also has other factors mentioned by the author as a fact of gymnastic pass the image of the high competitive level, 'the execution of complex movements and that it can only be practiced by "super-athletes", this is a false image created, an example that can be described with respect to the acrobatics gymnastics, also known as GACRO.

The main feature of acrobatics gymnastics is the construction of forms / pictures or pyramids with their own body, however as it is a competitive sport, presents its own specifications, such as the implementation female pair, male pair, mixed pair, women's trio and male quartet (CBG, 2008), but in a school environment these determinations can and must be overcome, breaking that deal exclusively in search of providing technical improvements in the cognitive, motor, affective and social, meeting the needs to be met during to adolescence.

Based on this information, we see the following issue the acrobatics gymnastics, a competitive mode, when applied through a basic socio-constructivist, can give adolescents a development in the cognitive, motor, affective and social?

Facing this situation this research aims to offer referrals for work with the acrobatics gymnastics in a social-constructionist, to school at the age of 13 to 14 years of age.

2. Acrobatics Gymnastics: INTERVENTION SCHOOL

It is of great value that educators during the intervention in scholar physical education through the acrobatics gymnastics adopt the following steps:

The first is to accept the fact that to achieve these exercises do not need to be a "gymnast" because this is a sports practice in groups, where the fact of having students with different body structures, can be explored and adjusted to their characteristics, securing the inclusion/participation of all and eliminating prejudices related to biotypes and genres. According to France (2000, p.7), therein lies the greatest asset of this modality gymnics over any other, in addition to Merida et al. (2007), through the acrobatics gymnastics born moments of pleasure and joy, that generate feelings of success that extend to life as a whole, and it is important for the formation of the citizen. The second is to ensure security with the aim of preventing that students do not suffer some kind of damage or injury, whether during composition / dismantling of a figure acrobatics or not scheduled for a fall. The relevance of the teacher who is mediating this content, which is responsible to guide and advise their students how to proceed during the conduct of such exercises, emphasizing the correct locations for the conduct of support, not allowing overweight occurs, informing like all students to the team to behave during a fall, in addition to providing material support such as mattresses or small portable mattress when necessary and guide the students' own teams are helping. Regarding the safety France (2000, p.5) warning that:

(…) any drop to an area devoid of mattresses from a height corresponding to the stature of an individual (position when we conducted frequent elements standing on the shoulders of the companion) may be cause of serious injury or even inflict on the student negative feelings of fear and refuses to future executions.

Regarding the safety evidence is also a systematization of the proposed exercises, they should from a low level of difficulty and progressing to a higher level in accordance with the development presented by the student, this will allow for easy assimilation and an increase in the student's confidence to overcome a new challenge, because according to Borelli (2005, p.69) learning the acrobatics gymnastics occurs from the experience of motion.

The third relates to the methodological procedure that should be adopted to address this content in a satisfactory way during physical education classes in school, because it is one method performed in groups, it is advised that it adopt an educational trend that around you the interest of facilitating the assimilation of content and a development within the cognitive, motor, affective and social, through a rich exchange of experience between teacher-student and student-student, within these particular shows is the use of the theory social-constructionist, which according to Ricci et al. (2008), the acrobatics gymnastics is treated in this perspective is a way to allow students to modify their design history of life through these mediations, namely the external environment for collaborating individual internal changes.

During the class the teacher should treat the students to seek equality, without making comparisons "negative" among students, encourage, provide security, offer challenges, enhance and respect the limits of students.

The acrobatics gymnastics when considered in relation to the benefits provided by their practice in a school environment can be verified a high variety of improvements made by students as self-confidence, confidence in the next, aware of its limits and possibilities driven, development of concept of time and space, improved motor coordination in the body structure (strength, flexibility, balance), in teamwork and creativity (FRANÇA, 2000; BORELLA, 2005; GALLARDO e AZEVEDO, 2007; MERIDA et al., 2007; RICCI et al. 2008).

3. METHODOLOGY

This research have a descriptive character according to Martins Jr. (2008), the population of this study are students of the municipal system of education in Maringá, the sample is formed by 35 teenagers, aged between 13 and 14 years, both genders belonging to 8th grade of elementary school of a municipal school of Maringá.

Data collection was performed by the application of a questionnaire validated by teachers in the area before and after

intervention, including open and closed questions to obtain information from students as follows:

Questionnaire 1 (pre intervention) for analysis of previous knowledge of students on Sports Acrobatics, the frequency and incidence of the practice of this modality in physical education classes in school.

Questionnaire 2 (after intervention) for analysis of the knowledge acquired after the speech analysis and the acceptance of the methodological procedures proposed.

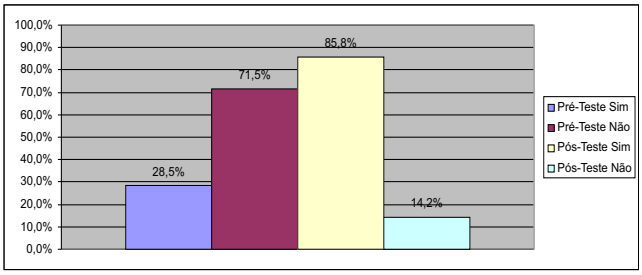
For assistance, were used referrals from social-constructivist theory and material resources will be used as a video room, apparatus, tv / dvd and bedrooms.

Data obtained by the questionnaire were analyzed, using the Excel 2003 program to demonstrate the results obtained in percentage (%) and in the form of graphs.

4. RESULTS AND DISCUSSIONS

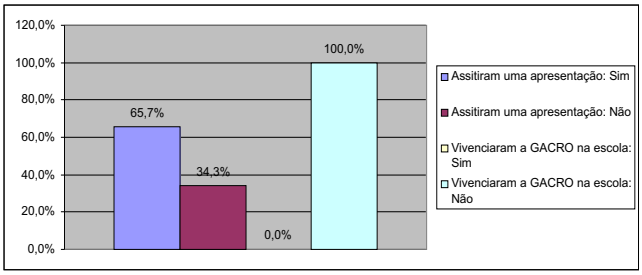
After analysis of 35 questionnaires it was possible to come to the results that will now be presented.

Chart 1 - Levels of knowledge about the onset of Sports Acrobatics



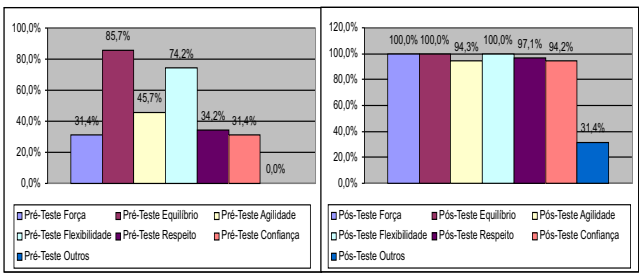
Before the intervention proposed by this research, which focuses on the level of knowledge among students about the acrobatics gymnastics through the question "Do you know what is Sports Acrobatics", it was found that 71.5% of students did not have any kind of understanding about the GACRO. After the intervention was found that 85.8% of students had acquired a good level of knowledge about the sport, as reported in their responses the concept, origin, characteristics and advantages obtained by the practice of this modality. These results were in line with the school physical education is often related motor aspects, that is the only practical classes so that the contents learned cease to be desired when the formation of related concepts, according Merida et al. (2007), we must combine the theory and practice, teaching students about certain concepts and procedures that the method offers, so the practical lesson may have a higher income level.

Chart 2 - Experience gímnic with the Sports Acrobatics in the classes of Physical Education School



When asked if they had already witnessed or experienced a presentation gymnastics acrobatics in the school environment we observed that 65.7% of students had attended a presentation of GACRO, usually through TV shows, but with regard to the experience of the sport in the school environment result was alarming, 100% of the sample had never had the experience of the practice of acrobatics gymnastics. However, these results occurred because it was a very young sport mode, although it does not justify the fact of his absence in physical education classes at school, this situation is also influenced by other factors of paramount importance, among them a lack of interest the professional physical education by seeking new opportunities gímnicas for structuring their classes or the insecurity of working this content to Merida et al. (2007) some teachers do not feel ready to tackle this type gímnic, on the grounds of responsibility and concern for the safety of students.

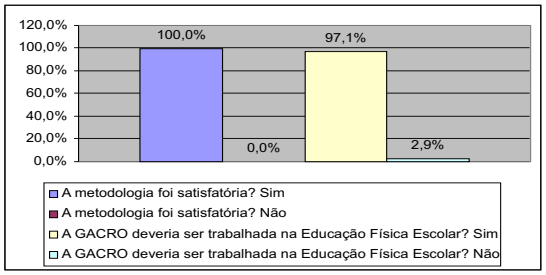
Chart 3 - factors necessary for the practice of Sports Acrobatics: an analysis on pre and post test on the understanding of students



When questioned what the factor necessary for the practice of acrobatics gymnastics found that the pre test the options most frequently mentioned were 85.7% balance, flexibility and agility 45.7% 74.2%, the other options (power, respect and trust) did not reach 40% of service by the sample. At the end of the intervention was found that strength, balance and flexibility were cited for 100% of the sample, 97.1% respect, confidence and agility 94.3% 94.2%, it is pointed out that 31.4% Sample cited other factors such as sense of leadership, courage, sense of time and space. This shift in opinion of the students have practical experience as the beginning of this modality, where the experimentation of their movements allowed an increased perception of factors involved in the practice of this method, according Merida et al. (2007), the acrobatics gymnastics is a sport rich in

possibilities for exploitation traction, which can easily be perceived through its practice.

Chart 4 - Analysis of Sports Acrobatics post intervention with a view to acceptance of school



After the whole process of intervention by the acrobatics gymnastics within a basic socio-constructivist, to the students questioned whether the methodology used during the theoretical and practical lessons had been satisfactory, there is that 100% of students were satisfied with the methodology used during classes, to achieve this result the structuring of classes press for drafting situations, problems that encourage students resolve them through interaction with other companions, so take ownership of knowledge that had already internalized through past experience and to develop their potential, the second Nista Picolli (1999, p.119) is when trying to solve the problems that students come closest to their potential. When asked if the acrobatics gymnastics could be worked in school physical education 97.1% of the sample approved the use of this modality in school environments, among the reasons given by schools is the fact of acrobatics gymnastics is a sport interesting, enjoyable and pleasant, the physical benefits that the method can provide and increase the sense of responsibility, Merida et al. (2008) emphasize that in this way, can the first born moments of pleasure and joy in sports practice, generating feelings of success that extend to life as a whole.

5. CONCLUSION

At the end of this research it was possible to verify that none of the adolescents interviewed had experienced the practice of acrobatics gymnastics within the school environment, but during the process of intervention there was a high degree of acceptance of the same with respect to participation in classes, even if trying to form a gímnics, often seen with a certain bias by professionals unprepared or negligent in its responsibility inherent in pedagogical practice. It also highlights the importance of dealing with social-constructivist theory, as the mediation process for the construction of knowledge about this gímnic mode, in which young people through this theoretical and practical experience showed an overall development of the cognitive, motor, affective and social.

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SPORTS ACROBATICS: ROUTING METHODOLOGICAL INTERVENTION FOR SCHOOL

ABSTRACT

The methodologies emerging of physical education school advocate that the contents to be discussed in class should make mention of knowledge historically produced in the fields of culture of body movement. However, the gímnics modalities remain relegated to the background, this fact can be caused by several factors, of which it is the lack of knowledge of gímnics content, or the terms and expressed their goals for physical education school. Among the possibilities for intervention, you can highlight the practice of Acrobatics Gymnastic, an arrangement that provides the development of strength, balance and confidence between the subjects practitioners, enabling work in schools explore the issue of diversity of knowledge brought by the students. The purpose of this study is to propose the application of acrobatics gymnastics within a social-constructivist perspective as a means of intervention of physical education classes in school. Characterized as descriptive, the sample consisted of 35 adolescents of both sexes, aged between 13 and 14 years of a School of Maringá-Pr. The data were obtained through application of pre and post intervention questionnaire. As results after the analysis found that 100% of students had never experienced the acrobatics gymnastics within the school environment, 71.5% of them did not have knowledge about this type of gímnic modalitie, noting that after the intervention 85.8% of students have formed an idea about the acrobatics gymnastics, 100% of adolescents supported the methodology used to produce the classes and 97.1% of the sample approved the acrobatics

gymnastics as a means of intervention during school physical education school. It follows that, the acrobatics gymnastics based on social-constructivist theory, can break the deal purely technical, providing an overall development of cognitive functions, motor, affective and social allowances to students in the age group corresponding to adolescence.

Keywords: Physical Education, Social-Constructivist Theory, Acrobatics Gymnastic, Adolescents;

SPORTS ACROBATIQUES: ROUTAGE DE MÉTHODOLOGIE D'INTERVENTION POUR L'ÉCOLE
RÉSUMÉ

Les méthodes émergentes de l'école d'éducation physique préconiser que le contenu à être discuté en classe devrait faire mention de la connaissance historique produite dans les domaines de la culture des mouvements du corps. Toutefois, les modalités gímnicas restent reléguées à l'arrière-plan, ce fait peut être causée par plusieurs facteurs, dont il est le manque de connaissance du contenu gímnicos, ou les termes et ont exprimé leurs objectifs de l'éducation physique scolaire. Parmi les possibilités d'intervention, vous pouvez mettre en lumière la pratique des sports acrobatiques, un arrangement qui prévoit le développement de la force, l'équilibre et la confiance entre les praticiens de sujets, permettant aux travaux dans les écoles d'explorer la question de la diversité des connaissances apportées par les étudiants. L'objectif de cette étude est de proposer l'application de la gymnastique acrobatique à l'intérieur d'un socio-constructiviste de vue comme un moyen d'intervention des cours d'éducation physique à l'école. Comme descriptive, l'échantillon est constitué de 35 adolescents des deux sexes, âgés entre 13 et 14 ans d'une école de la ville de Maringá-Pr. Les données ont été obtenues grâce à l'application de pré-et post-intervention questionnaire. En conséquence après l'analyze a révélé que 100% des élèves n'avaient jamais connu la gymnastique acrobatique dans le milieu scolaire, 71,5% d'entre eux n'ont pas eu connaissance de ce type gímnica, en notant qu'après l'intervention de 85,8% des étudiants ont formé une idée de la gymnastique acrobatique, 100% des adolescents appuie la méthodologie utilisée pour produire les classes et 97,1% de l'échantillon a approuvé la gymnastique acrobatique comme un moyen d'intervention au cours de l'école d'éducation physique scolaire. Il en résulte que, la gymnastique acrobatique basée sur le développement socio-constructiviste théorie, peut rompre l'accord purement technique, en fournissant un développement des fonctions cognitives, moteur, affectif et les allocations sociales aux étudiants dans le groupe d'âge correspondant à l'adolescence.

Mots-clés: l'éducation physique, socio-constructivisme, des sports acrobatiques, l'adolescence;

ACROBACIA DEPORTIVA: ENRUTAMIENTO METODOLÓGICA DE INTERVENCIÓN PARA LA ESCUELA
RESUMEN

Las nuevas metodologías de la escuela de educación física que abogan por los contenidos que se debatirán en la clase debe hacer mención de los conocimientos históricamente producidos en los ámbitos de la cultura del movimiento corporal. Sin embargo, las modalidades gímnicas siguen siendo relegadas a un segundo plano, este hecho puede ser causada por varios factores, de los cuales es la falta de conocimiento de contenido gímnicos, o los términos y expresó sus objetivos de la educación física escolar. Entre las posibilidades de intervención, se puede destacar la práctica de la acrobacia deportiva, un acuerdo que prevé el desarrollo de la fuerza, el equilibrio y la confianza entre los temas profesionales, lo que permite trabajar en las escuelas estudiar la cuestión de la diversidad de los conocimientos presentados por los estudiantes. El objetivo de este estudio es proponer la aplicación de la acrobacia gimnasia socio dentro de una perspectiva constructivista-como un medio de la intervención de las clases de educación física en la escuela. Caracterizarse como descriptivo, la muestra consistió de 35 adolescentes de ambos sexos, con edades comprendidas entre los 13 y 14 años de una escuela de la ciudad de Maringá-Pr. Los datos se obtuvieron mediante la aplicación de pre y post intervención cuestionario. Como resultado tras el análisis encontró que el 100% de los estudiantes nunca habían experimentado la gimnasia acrobacias en el entorno escolar, el 71,5% de ellos no tienen conocimiento sobre este tipo gímnica, señalando que después de la intervención 85,8% de los estudiantes han formado una idea acerca de las acrobacias de gimnasia, el 100% de los adolescentes apoya la metodología utilizada para producir las clases y el 97,1% de la muestra aprobó la acrobacia gimnasia como medio de intervención en la escuela de educación física escolar. De ello se deduce que, la acrobacia sobre la base de gimnasia socio-teoría constructivista, puede romper el trato puramente técnica, proporcionando un desarrollo general de las funciones cognitivas, motoras, afectivas y sociales a los estudiantes en el grupo de edad correspondiente a la adolescencia.

Palabras clave: Educación Física, socio-constructivismo, Acrobacia Deportiva, la Adolescencia;

GINÁSTICA ACROBÁTICA: ENCAMINHAMENTOS METODOLÓGICOS PARA A INTERVENÇÃO ESCOLAR
RESUMO

As metodologias emergentes da educação física escolar preconizam que os conteúdos a serem abordados nas aulas devem fazer menção aos conhecimentos historicamente produzidos pelas áreas da cultura corporal de movimento. No entanto, as modalidades gímnicas permanecem relegadas a segundo plano, este fato pode ser decorrente por vários fatores, dos quais destacam-se a falta de conhecimento dos conteúdos gímnicos, ou das modalidades e seus objetivos expressos para a educação física escolar. Dentre as possibilidades de intervenção, pode-se destacar a prática da Ginástica Acrobática, uma modalidade que propicia o desenvolvimento da força, equilíbrio e confiança entre os sujeitos praticantes, permitindo no âmbito escolar explorar a questão da diversidade dos conhecimentos trazidos pelos alunos. O objetivo do presente estudo é propor a aplicação da ginástica acrobática dentro de uma perspectiva sócio-construtivista como meio de intervenção das aulas de educação física escolar. Caracterizada como descritiva, a amostra foi composta por 35 adolescentes de ambos os gêneros, com idades entre 13 e 14 anos de uma Escola Municipal de Maringá-Pr. Os dados foram obtidos por meio de aplicação de questionário pré e pós intervenção. Como resultado após a análise verificou-se que 100% dos alunos nunca haviam vivenciado a ginástica acrobática dentro ambiente escolar, 71,5% dos mesmos não possuíam conhecimento acerca desta modalidade gímnica, notando-se que após a intervenção 85,8% dos alunos adquiriram um conceito formado a respeito da ginástica acrobática, 100% dos adolescentes apoiaram a metodologia utilizada para a elaboração das aulas e 97,1% da amostra aprovou a ginástica acrobática como meio de intervenção durante as aulas da educação física escolar. Conclui-se que, a ginástica acrobática com base na teoria sócio-construtivista, pode romper o trato exclusivamente técnico, proporcionando um desenvolvimento global das funções cognitivas, motoras, afetivas e sociais aos alunos na faixa etária correspondente a adolescência.

Palavras-chave: Educação Física, Sócio-Construtivismo, Ginástica Acrobática, Adolescentes;