93 - ALLONGE AND FLEXIBILITY IN THE LESSONS OF PHYSICAL EDUCATION

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1 INTRODUCTION

The Physical Education inside has an important paper of the pertaining to school context, has very significant a utilitarian and playful character, therefore by means of it the pupil knows a little more than its capacities, aptitudes and limits.

Flexibility as Weineck (1999) are the capacity to carry through a movement with the maximum amplitude to articulate and as content in the lessons of Physical Education not yet has been worked in way adjusted in the pertaining to school context. In this direction flexibility becomes necessary that as a motor capacity is stimulated. One of the simple forms of if making this is the allonge that walks next to flexibility and being thus the two it has a great importance when it is about the question of quality of life of the pupils.

Ahead to displayed and on the basis of the PCN´s (1998, p.29) we understand that "the Physical Education is an area of knowledge of the corporal culture of movement and the pertaining to school Physical Education as one disciplines that it introduces and it integrates the pupil in the corporal culture of movement, forming the citizen that goes produziz it, reproduziz it and to transform it into benefit of the critical exercise of the citizenship and the improvement of the quality of life."

Leaving of these principles and with the objective to search strategies didactic-pedagogical more appropriate to promote the appropriation of knowledge on the motor capacity flexibility and its different manifestations in the context of the pertaining to school Physical Education from a progressive pedagogical perspective, perspective this that detaches the motricidades human beings and that its objective is to diagnosis imperfections in the performance is that we carry through this research. This research is of qualitative nature, which has as research source the data right-handers and the researcher as its main instrument.

The research was carried through in the Pertaining to school Group Guilhermina Büchelle Müller, pertaining to the Municipal Net of Education of the city of Itajaí, cites the Martian Street Marchetti sº, Quarter Farm, with the daily pay pupils school the fourth series, making the survey next to the professor of Physical Education excellent questions to the subject Relation Flexibility and Allonge in the Lessons of Physical Education.

The procedures of collection of data and registers of data, in order identification, interpretation and analysis, consist of the development of participant comment, guided by daily of field, questionnaires, planned interviews and interventions.

2 ALLONGE FLEXIBILITY AND ITS USE IN THE LESSONS OF PHYSICAL EUCATION

Knowing that the Physical Education inside has an important paper of the pertaining to school context, where it makes possible the pupil to know a little more than its motor capacities similar to develop them is basic that if it understands a little under the form more, the methods and mainly on the use of the allonge in the development of the lessons of this it disciplines.

Ahead of this agreement it is important to understand that flexibility as being a motor capacity and that as such this not being worked of form adjusted in the lessons of physical education. Therefore, to obtain to develop a good corporal work with the educandos she is necessary to make a good work of allonge and flexionamento, this because the two types of motor ability are on between itself, completing itself.

These two subjects have many definitions, many concepts which we will go to approach sinteticamente, searching to clarify those that more to adjust itself to the development of a pertaining to school work.

What it could not be left of side is to rescue the idea of that as much flexibility as the allonge has a great importance when if treated to the improvement question of the quality of life, therefore they provide one better corporal position, diminishes risks of injuries, it increases the quality and amount of the movements and favors biggest mobility in the daily and esportivas activities. E still, restores the amplitude of the normal movement in the involved joint and prevents the irreversible shortening or tensionamento of muscular groups, facilitates the muscular relaxation, increases the amplitude of movement of a particular area of the corporal body or of general form thus reducing the risks of injuries (DANTAS, 1989).

Continuing to speak of the structures of the human body we present the ligaments and tendões, where the first one has as junction of two bones and according to the interaction between muscles and bones. Astrand & Rodhal (1980, p.256) cited by Dantas explain in some points the relation of these two structures in relation flexibility.

The limitation of the movements of a joint is influenced by some factors, that such as the tension of the ligaments or muscular tension that is antagonistic of this movement. In fact, it seems that the tension of the antagonistic muscles never will allow that a ligament to articulate enters in total distension.

He is necessary to stand out that the muscles consist of a basic component for flexibility that are its types of staple fibres, smooth and the striates ones, this second is those of voluntary and involuntary contraction. For the flexibility exercise if it looks adequacies in the estriados muscles esquelético.

Then to finish the conceptualization of flexibility, she is necessary to recapitulate that it is on to all the structures of the human body where bigger approach is in the joints and muscles that allow to execute movements with great amplitude. Two types of factors exist that influence flexibility, endogenous and the exógenos.

The endogenous factors, are on of malleability of the skin and the muscular elasticity. Endogenous factors are considered: age; sex; biological individuality; somatotipo; state of the physical conditioning; muscular tonicidade; breath; concentration. Already the exógenos factors present reversible factors.

Types of exógenos factors are considered: hour of the day; ambient temperature; exercise; correlation of influences endogenous exógena and on flexibility.

Therefore, we can say that the importance of flexibility is in its preponderant paper that is to favor the development of the motor capacity of the man, therefore flexibility will decisively influence in diverse aspects of the motricidade human being, being able itself to stand out the following ones:

a) Motor perfectioning: In the sport she is necessary to have a good flexibility to execute definitive movements without

it is almost impossible to have success in the hour of the application of the movement and this valley also for sedentary people to carry through its tasks of day-by-day.

b) Motor efficiency: He is on to the arcs to articulate and the zones of high performance, it implies in the efficiency of the movement through nervous stimulatons.

c) Prophylaxis of Injuries: This subject generates quarrels, therefore it has authors that they defend the thesis that flexibility prevents injuries and others find the the opposite, for Darden (1980), cited for Dantas (1989) comments the subject of the following form:

It can mere be "to hear to perhaps say", or a effect of placebo, that it makes with that the majority of the parts of the involved people with sport believes that the increase of flexibility diminishes the injuries. Perhaps either a little the both, plus a sincere desire to believe some thing makes sensible.

d) Expressividade and Corporal Consciência: In this point of view, we can interpret as the knowledge of the proper body, where each individuo must know its limits discovering until where it can arrive in a training to develop flexibility.

Ahead of these considerações it fits to detach the conceptual difference between allonge and flexionamento, therefore two abilities are these that will make possible flexibility.

Allonge can be understood as a work form that aims at the maintenance of the levels of flexibility gotten and the accomplishment of the movements of normal amplitude with the minimum of possible physical restriction. E flexionamento as one work form that it aims at to get an improvement of flexibility through the viabilização of amplitude of movement arc to articulate superiors to the origins. However we cannot forget that these two forms of work also differ the physiological and metodológico level, this because the allonge allows that it carries through movements with more effectiveness and little energy expense, the step that the flexionamento is considered bigger arcs to articulate of movement.

With regard to the metodológicas differences one understands that this is determined by the short result of and long stated period. These methodologies are practically based on the income sport and in other activities that do not include the school, more for knowledge level we will go to show them and some we can adapt to the pertaining to school context.

Being worked from a progressive vision, where the concern is to diagnosis imperfections in the performance, flexibility it is not a motor capacity that is acquired of one hour pra another one, previously demands training that they go increase gradual and providing to the pupil presented benefits already.

Understanding then the complexity of the work with allonge and its basic importance for the development of good lessons of physical education, the intervention work was organized with the objective to understand and to analyze from the progressive didactic-pedagogical methodology, which the strategies more adjusted to promote the appropriation of knowledge on the motor capacity flexibility and its different manifestations in the context of the pertaining to school physical education, for in such a way, were made use of Plans of Lesson, Daily of Field, and evaluation of the development of the lessons. The Plans of Lesson had guided the action/intervention in the groups preschool 4ª series of Basic Ensino of a Basic School of the Municipal Net of the city of Itajaí, establishing to each day of intervention the use of strategies specify that they took to the development of the motor capacity flexibility.

These instruments had been important in the process of intervention and analysis, therefore as it detaches Bugdan and Biklen (1994: 205)

The analysis involves the work with the data its organization, division in manipulable units, synthesis, search of standards, discovery of the important aspects and of what the decision must be apprehended and on what goes to be transmitted to the others.

Therefore, the analysis and the interpretation of data must be understood as a process of search and systematic organization of all the collected material, allowing to present what it was found. In such a way, one understands that in agreement material was being collected needed to pass for a process of analysis and reconstruction, for an adequate planning of the following lessons and also the change of behavior of the didactic-pedagogical actions.

In a first meeting with the teacher of physical education of the school where we develop the work we perceive that many times the planning of the professor is in second plain, therefore even so the teacher was with its prepared lessons to work definitive activities with the children, them they were not having lesson of physical education and yes assaying for the parade of 7 of September. This in made them to rescue the ideas of Arroyo (2002: 64) when it affirms that: "the pertaining to school, normatizado, the organization to discipline and gradeada bureaucratic climate in take them to represent only our paper of transmitters, if possible competent", therefore more important of what preparing itself for the seven parade of September, it would have to be a lesson of given Physical Education with ability.

In the main part of the lesson we are surpresos, therefore the pupils had made all activity with interest correctly and, the calm activity in return were well accepted for them, more questioned for some pupils who wanted another activity, however all had participated. Therefore, we can say that when if treats to execute activities that generate competition, them if they involve quickly in its execution, what it does not happen in other types of activity as of allonge/the flexibility, this comes to the meeting of the ranks of Bracht (2003), when in it says them that flexibility is not a motor capacity that is acquired of one hour for another one, and yes that demands training that gradual goes increasing and providing to the pupil benefits.

For we, while academics/professors, were a rewarding experience, therefore we perceive that exactly having difficulties in keeping the group control, he disciplines, at the initial moments of the lesson, later had a participation accomplishes of the pupils, had had a good performance and an excellent behavior in the main activities and in return calms it, give-in more the tranquillity also to direct the works. Thus, we learn that the metodológicas didactic actions, are basic when we are in the real context, therefore we had that to mobilize the activities of form to call it to them attention, that is, we reorganize our position in relation the situation to allow them to compete, even so was not our intention with the activity. Therefore, as it affirms Pimenta and Ghedin (2002: 69), the professor many times needs to mobilize its to know to reorganize its works, therefore "we undertake new actions supported in knowing to make accumulated (knowledge of as), as the cognitiva luggage on making (knowledge on) and as one determined stabilized orientation of that of the certain stability (component dynamic, reasons values, etc.)".

We have still to detach that in colloquy with the teacher, be-in informed its difficulties in working with the gymnastics contents, therefore it did not dominate very well, requesting that we developed this type of activities with them the sport in asked for them that it helped. Being thus, in day 18 of September we were to the school to work with pertaining to school gymnastics, making a link this modality with our subject of research always enters flexibility and allonge.

Therefore, we can say that, by if dealing with the gymnastics techniques of corporal work, he can be made as preparation for other activities as and between them the relaxation. Understanding that relaxamente he has direct relation with the /flexibilidade allonge, therefore he makes possible the perception of the proper body: to have conscience of the breath, to relaxamente perceive relaxamente and tension of the muscles, to feel the joints of the vertebral column.

3 FINAL CONSIDERATIONS

The intervention moments had been moments of great value for the learning, are they of didactic-pedagogical actions, are related to the studied subject. This can be perceived ahead of some specific situations that had happened at the intervention moments and that we start to tell.

A moment of prominence in what it says respect to the pedagogical learning was when the teacher of physical education of the pertaining to school unit requested that we assumed the alone groups, therefore it had that to assist in the attendance other groups who were without professor. This fact leave-in the one in such a way how much worried in as the pupils they would react being only with us, and this in sends the ideas to them of Antunes (2003: 23) when it affirms that:

The school is, indiscutivelmente, a focus of indiscipline, many times for its internal organization, its systems of sansões, not the integration and union between its teaching and administrative team, for the style of exerted authority, but over all for the absence of clarity as it faces the question to discipline.

Being thus, we can say that our anxiety in relation to the indiscipline of the pupils only served stops in leaving them alert, therefore as the lesson transcorreu without problems learns that the important one as detaches Antunes (2003) is that the professor has conscience of that with its lesson structuralized, planned and understanding that the limits have that to be clear, and reiterated the pupils, these discerning in turn, they are felt blunt and if they involve without with the developed activities.

Therefore, we can say that when the professor searchs new strategies to solve the barriers that appear in the pursuing of the lessons, it it dyes with bigger easiness the considered objectives and the lesson starts to be more productive, come to the meeting of the ideas of Tardif (2004) when says that the didactics-pedagogical one is the set of half employees for the professor to reach its objectives in the scope of the interactions with the pupils, and that they are these ways that they take a good exploitation of the lessons.

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ALLONGE AND FLEXIBILITY IN THE LESSONS OF PHYSICAL EDUCATION

ABSTRACT

The present research was carried through in the Pertaining to school Group Guilhermina Bucheller Woman in the period of August the November of 2006, searching to understand as the motor capacity can be worked flexibility that is understood by Weineck (1999) as the capacity to carry through a movement with the maximum amplitude to articulate, in the activities of the lessons of Physical Education. We carry through interviews with the professors in order to know as the activities with its pupils were developed. In the sequence we organize the interventions to be carried through. For this organization the activities had been based in what Dantas considers (1989) making possible to promote to the educandos the appropriation of the knowledge on the motor capacity flexibility and its different manifestations in the context of the pertaining to school Physical Education. Ahead of the organization of the lesson plans didactic metodológica based in the progressive perspective was established aa. With the agreement of that the progressive perspective detaches the motricidades human beings and that its objective is to diagnosis imperfections in the performance, it was possible to perceive in the end of the interventions that the considered objectives had been reached, therefore the pupils had learned because that they were executing the activities, and not simply executing them mecanicamente. As future professional of the area, I could perceive that the allonge when worked of form to the pupil to know because to execute always it finishes it being carried through for same with more envolvement and efficiency.

KEY-WORDS: Pertaining to school Physical education - Allonge and Flexibility - perspective progressive.

ALLONGE Et FLEXIBILITÉ DANS LES LEÇONS d'ÉDUCATION PHYSIQUE

RÉSUMÉ

La présente recherche a été réalisée dans Grupo Scolaire Guilhermina Bucheller Femme le la période d'août à novembre 2006, cherchant comprendre comme peut être travaillé la capacité motrice flexibilité qui est comprise par Weineck (1999) comme la capacité de réaliser un mouvement avec la maxima amplitude articuler, dans les activités des leçons d'Éducation Physique. Nous réalisons des entrevues avec les enseignants savoir comme étaient développées les activités avec leurs élèves. Dans la séquence nous organisons les interventions à être réalisé. Pour cette organisation les activités on a basé sur lesquelles propose Dantas (1989) en rendant possible promouvoir aux educandos l'appropriation de la connaissance sur la capacité motrice flexibilité et leurs différentes manifestations dans le contexte de l'Éducation Physique scolaire. En avant de l'organisation des plans de leçon a été établi aa didactique méthodologique basée dans la perspective progressive. Avec l'accord dont met en perspective progressif détache les motricités humaines et que son objectif est diagnostiquer des imperfections dans la performance, ce a été possible de percevoir à la fin des interventions que les objectifs proposés ont été atteints, donc les élèves ont appris parce que qu'ils exécutaient les activités, et non simplement en les exécutant mécaniquement. Comme futur professionnel du secteur, j'ai pu percevoir que l'allonge quand travaillée de forme à l'élève savoir parce que l'exécutera toujours finit en étant réalisée par les mêmes avec plus engagement et efficacité.

MOTS CLÉ: Éducation Physique Scolaire - Allonge et Flexibilité - met en perspective progressif.

ALLONGE Y FLEXIBILIDAD EN LAS LECCIONES DE LA EDUCACIÓN FÍSICA
RESUMEN

La actual investigación fue llevada a través en referente a la mujer de Guilhermina Bucheller del grupo de la escuela en el período de agosto el noviembre de 2006, buscando para entender mientras que la capacidad del motor puede ser la flexibilidad trabajada a la cual es entendido por Weineck (1999) como la capacidad de llevar a través de un movimiento con la amplitud máxima articulan, en las actividades de las lecciones de la educación física. Llevamos con entrevistas con los profesores para saber mientras que las actividades con sus pupilas fueron desarrolladas. En la secuencia organizamos las intervenciones que se llevarán a través. Para essa organização as atividades foram baseadas no que propõe Dantas (1989) possibilitando promover aos educandos a apropriação do conhecimento sobre a capacidade motora flexibilidade e suas diferentes manifestações no contexto da Educação Física escolar. Delante de la organización del metodológica didáctico de los planes de la lección basado en la perspectiva progresiva estaba el a establecido. Con el acuerdo de eso la perspectiva del progresista separa los seres humanos de los motricidades y ésa su objetivo está a las imperfecciones de la diagnosis en el funcionamiento, era posible percibir en el final de las intervenciones que los objetivos considerados había sido alcanzado, por lo tanto las pupilas habían aprendido porque eso ellas ejecutaba las actividades, y no simplemente ejecutándolas mecánicamente. Como profesional futuro del área, podría percibir que el allonge cuando estaba trabajado de forma a la pupila para saber porque ejecutarla siempre la acaba que es llevada a través para iguales con más envolvement y eficacia.

PALABRA-LLAVE: Referente a la educación física de la escuela - Allonge y flexibilidad - progresista de la perspectiva.

ALONGAMENTO E FLEXIBILIDADE NAS AULAS DE EDUCAÇÃO FÍSICA
RESUMO

A presente pesquisa foi realizada no Grupo Escolar Guilhermina Bucheller Mulher no período de agosto a novembro de 2006, buscando compreender como pode ser trabalhada a capacidade motora flexibilidade que é entendida por Weineck (1999) como a capacidade de realizar um movimento com a máxima amplitude articular, nas atividades das aulas de Educação Física. Realizamos entrevistas com os professores a fim de saber como eram desenvolvidas as atividades com seus alunos. Na seqüência organizamos as intervenções a serem realizadas. Para essa organização as atividades foram baseadas no que propõe Dantas (1989) possibilitando promover aos educandos a apropriação do conhecimento sobre a capacidade motora flexibilidade e suas diferentes manifestações no contexto da Educação Física escolar. Diante da organização dos planos de aula foi estabelecida aa didática metodológica embasada na perspectiva progressista. Com o entendimento de que a perspectiva progressista destaca as motricidades humanas e que seu objetivo é diagnosticar falhas no desempenho, foi possível perceber no final das intervenções que os objetivos propostos foram alcançados, pois os alunos aprenderam o porque que estavam executando as atividades, e não simplesmente executando-as mecanicamente. Como futuro profissional da área, pude perceber que o alongamento quando trabalhado de forma ao aluno saber o porque executá-lo sempre acaba sendo realizado pelos mesmos com mais envolvimento e eficiência.

PALAVRAS-CHAVE: Educação Física Escolar - Alongamento e Flexibilidade - perspectiva progressista.