4 - THE RELATION BETWEEN THE PERTAINING TO SCHOOL SPORT AND THE DEVELOPMENT OF PEDAGOGICAL ABILITIES WITH APPROACH IN THE VISION OF THE PUPILS

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INTRODUCTION

The soundings carried through in this article objectify to confirm the existence of a relation between the pertaining to school sport and the development of pedagogical abilities, relating these 0 variable to the results that point increase of the pertaining to school income. Theoretically the relation exists, however, remaining according to specific literature in analogous way. The construction of directive aims at to still certify the existence of this relation, defining the parameters of influence and impacts, becoming them measurable.

Practical the porting one in the interior of the education institutions, in principle, contributes for the pedagogical development in felt multiples, producing positive effect in such a way in general direction as in specific areas. It is intended with the verification of theoretical data and field to configure research lines that allow ample sounding on the subject.

CONCEPTION OF THE TERM

Before manipulating the involved concepts and definitions in this assay, they recommends to the light of specific literature, to display the conception and reach of the term sport, aiming at to prevent lacks or excesses in the development of the intended boarding. The adhesion to the adequate concept besides guaranteeing the exactness of the affirmations that will be seated, also limits and defines the reach of the research, marking the environment where the affirmations will have validity.

According to history, the mediterranean sailors used the expressions to make sport, to "desportar" themselves or still to be of portu mentioning diversion to it of confrontation between its physical abilities. This use was spread out and generalized, arriving of the term sport also to be used under the sport form. However, countries that if had gone deep the interpretation of the esportivo phenomenon, had identified to some differences in the meanings and contents in relation to this subject (CAGIGAL, 1979 apud TUBINO, 1987, p. 37).

The definition of the term sport if compared with the definition of the term sport has very next meanings, a time that for sport, is understood: "any glad form of competition whose resulted it is determined by the physical, strategical ability, or employed chance individually or in combination".

In the case of Brazil, specifically, the quarrel on the semantics of the appropriate use of the terms sport, sport or sport, received attention special, having the comments of Lyra Filho (1973) apud Tubino (1987) fond the following conclusion:

Term deport was used in the old Frenchman with the meaning of pleasure, rest, distraction, recreation, changedding itself later into sport for the proper Frenchman, and also arriving at the English language in a similar way. On the other hand, the Spaniard had started to use deport, the Italians deport, and the Portuguese had consecrated the use of the term sport (LYRA FILHO, 1973 apud TUBINO, 1987, p. 40/41)

Complementarily, it clarifies the writer who the use of the term sport in the creation of the old "Confederação Brasileira de Desportos (CBD)", is fruit of an archaism on which any problem in relation to its use was not detected. However, for habit, the use of the term sport more seems to be adjusted, standing out that in terms of relevance and conceptual reach both assign the esportivo fact.

THE PEDAGOGICAL VALUE OF PERTAINING TO SCHOOL SPORT

The pedagogical value of the pertaining to school sport narrow is related with the results presented for the pupils sportsmen inside of the classroom, on still the question of the assiduity or increase of the pertaining to school frequency. Aiming at to draw a measurable environment, it was opted to analyzing the contribution of the pertaining to school sport next to the development of pedagogical abilities, focusing especially, the vision of the pupils in relation to the accomplishment of this party to suit.

In the theoretical field these contributions can be refined in two plans, being first the referring one to the influence of the sport in felt ample, what it would mean an improvement expressiva of the quality of life, automatically reflected in the performance of the pedagogical activities. In as a plain one, the indirect interference between practical the porting pertaining to school and the income of the pupils, reflect in the results of the pedagogical evaluation.

Souza et all. (1997) he sends to the psychology of the education the systematic quarrels on evaluation, in psychometer terms. The consolidation of psychology while science attributed to the result of the tests the necessary trustworthiness so that they were adopted as practical. One of the aspects that more interest this inquiry is the confirmation of that the used model of pedagogical evaluation in the present time is, according to Souza et all. (1997) subjective, where the concern is come back not only toward the observável product, but also for the apprehension of acquired abilities already or in development.

In this perspective, an important it variable in the pedagogical evaluation is the quality of the bond individual-society, zone that will go to receive innumerable external and internal influences. In psychological terms, the influences that offer support the motivation and purpose contribute in level raised for the development of the learning. "The contents that find resonance in the experience of the student represent useful instruments for the understanding of its current practical life and important elements for the revision and transformation of this practical. " (SOUZA et all., 1997, P. 25)

The starting point of this inquiry is the logical reasoning that it places the pair health/performance in evidence. Considering that the pertaining to school sport contributes excessively in the quality of life of the separate, especially in what says respect to the acquisition and maintenance of the health human being, obviously, this it variable will go to intervene with the development of any ability, being in the case concrete investigated the pedagogical acquisitions. Important to detach that by pedagogical abilities, in the limits of this research, they are considered the cognitivo development in ample direction, welfare in the period of learning period and interest for the pertaining to school environment, related question the assiduity.

One of the proposals of interference of the sport in the Education in ample direction is, exactly, the concern of the health as philosophical and as changeable not only independent category.

In agreement Barbanti et all. (2002) it has an association between sport and health, not considering only the traditional corporal formation of the concepts of health and illness, but represented for practical the porting one in the configuration of a style of healthy life. In relation to the influence of the sport in social level, the author indicates that:

Of remaining portion, the sport is defined as a specific form to deal with the, as a system of corporal behavior marked by partne culture norms, rules and conventions, becomes one artefacto of porting culture. The same it is to say that by means of the behavior or porting use of the body we induce in this and in its agencies and systems and effect and alterations morfo-functionaries.

(BARBANTI et all., 2002, p. 4)

In synthesis, the pedagogical value of the pertaining to school sport inhabits in the improvement of the quality of life through the maintenance of the health, the absorption of a proposal philosophical healthful, the impression of rules, norms and lines of direction of behavior, gotten in the porting training and led for common life, beyond relative the psychological benefits to the general state of the individual. Other contributions still can be related to the increase of the frequency - assiduity and improve of the income in the formal pedagogical evaluations.

METHODOLOGY

The refined and argued results in this article had been gotten through bibliographical research and report of field. In relation to the methods this inquiry can be considered as a quali-quantitative and exploratória boarding, be supported essentially, in the deductive method. The use of descriptive statistics in this study is mere illustrative, a time that is definite not-probabilist sample for accessibility, second which the researcher selects the elements the one that has access, admitting that these can, of some form, to represent the universe. This type of sampling in explorer or qualitative studies is applied, where it is not required raised precision level. (GIL, 1995, P. 97).

The specified sample remained in 29 girls with age between 16 and 17 years, practitioners of the pertaining to school sport given in the courses vespertine and nocturnal of 1th and 2th of average ensino of the Centro Federal de Educação Tecnológica (CEFETES) situated in the city of capital Vitória of the state of the Espirito Santo, Brazil.

The relative data to the field work had been collected through questionnaire of structuralized interview (ANNEX), answered personally during 12 hours of training, considering that the established schedule load for such activities is of 6 weekly hours, then the work of collection of data lasted 2 weeks, having initiated in day 11 of september of 2006 and finished in day 25 of same month and year.

The option of if working complementarily with statistical data consist of improving the visualization of the interpretation of the vision of the pupils, especially, with respect to the existing relation between application of the pertaining to school sport and development of the responsible pedagogical abilities for the increase of the pertaining to school income, in ample direction.

Of the total of interviewed pupils (29), (4/29) 14% affirm to have after perceived improvement in the pertaining to school income the beginning of the training. On the other hand, (25/29) 86% of the interviewed ones affirm only not to have perceived change in the income, affirming to remain this unchanged one. None interviewed pointed fall in the pertaining to school income.

In relation to the general state in the day subsequent to the training, (18/29) 62% of the interviewed ones had affirmed to feel themselves made use more, while (6/29) 21% had complained fatigue and only (5/29) 17% had affirmed not to notice any difference.

In regards to relation between study and pertaining to school porting training, (10/29) 34% of the interviewed ones affirmed that it reduces the load of studies in the days of training, while (19/29) 66% affirm to keep a normality routine in relation to this event. None interviewed affirmed to increase the load of studies in the days of training.

Asked on the level of assiduity in the school, after the beginning of porting training, (16/29) 55% of the pupils it classified this level as high, while (12/29) 41% had considered it unchanged and only 4% after affirmed low in this level the beginning of the porting training.

ANALYSIS AND QUARREL OF THE RESULTS

Interpreting the prevalence of the positive answers of the pupils in relation to the refusals with respect to influence of the sport in the teach-learning process, its answers had been understood as intrinsic manifestations of attributed benefits practical the porting one.

The results expressivos show that the majority of the pupils when does not consider practical porting the beneficial one, place it in a neutrality plan, that is, do not attribute to these, negative factors, such as fall in the income, extreme consuming or same disturbance of the pertaining to school routine.

Of the total of the interviewed ones, 86% had affirmed not to feel alteration of the interference of this activity in income terms. This affirmation indicates that on the part of the pupils the porting event it does not intervene negative with the daily pertaining to school.

A manifest positive qualifier for the pupils is the indication of 62% of interviewed, that they affirm to be felt made use in the day subsequent to the training more, disclosing a perception to directly on the physical benefits to practical the porting one.

Another affirmation that indicates neutrality of the practical interference of the porting one is represented by 66% of the interviewed pupils, which they affirm to keep the devotion to the studies it are of the school in the platform of normality.

Excellent pointer was presented by 55% of the interviewed ones that it indicated to have had increase of the assiduity in relation to the pertaining to school frequency, what allows the analogy of that the awaken pertaining to school sport of the interest of the pupil for the pertaining to school environment to the step where it benefits it in other directions.

CONCLUSIONS AND INDICATIONS

The proposal of this article was to know the possible lines of inquiry better capable to delimit a study deepened on the relation between the pertaining to school sport and the development of pedagogical abilities. In the first plan the verification of porting practical a direct relation between and increase of the quality of life, through the aspects salutares, allows the continuation of the inquiries.

In as the plain one, the exposition of the vision of the pupils in relation to the practical interference of the porting one in the pertaining to school income presented indications of that this relation, beyond beneficial must widely be explored, having, therefore a subjective confirmation of the real existence and effective of this relation, what demand the structure of a work of research more elaborated with sight to carrying through established scientific verifications in more sophisticated methods.

In a general way the results presented in this article point with respect to the existence of practical a direct relation between porting pertaining to school and development of the pedagogical abilities. One of the factors of bigger concern at the moment of the elaboration of this assay, as well as in the verification of its results was exactly to distinguish Physical Education from Pertaining to school Sport.

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ANNEX

QUESTIONARIO OF INTERVIEW

1. In its opinion you it improved or it got worse its pertaining to school income after having initiated in the pertaining to school sport?

a) improves
b) normality
c) worse

2. In the day after the porting training you:

a) it feels more disposal
b) it feels more fatigue
c) it does not make difference

3. In relation to the training:

a) you study little in the days of trainings
b) it studies the amount
c) it studies more in the days of trainings

4. After the beginning of the pertaining to school sport, where level you classify its assiduity next to the school?

a) High
b) Normality
c) Low

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ABSTRACT

The real existence and effective of a relation between the pertaining to school sport and the development of pedagogical abilities, reflected directly in the income of the pupils are a question that still lacks of greaters and better scientific explorations. This article treated to delineate indications of this existence, configuring realizable lines of research, selecting given to theoreticians and of field assuming the form of inquiry for research accomplishment. In terms of results the points most important point with respect to the effective existence of this relation. according to theoretical notes the influence of practical the porting manifest especially, in the aspects of improvement of the quality of life and promotion of the welfare psychological physicist and, while when considering practical the pertaining to school environment the influence of the porting ones is presented as qualifying and mantenedoras of the cognitivo development, interest for the environment and increase of the assiduity. In the vision of the interviewed pupils the practical effect of the interference of the porting ones when they do not contribute of positive form, keep unchanged the routines of the daily pertaining to school. Key-words: sport, school, income

LA RELATION ENTRE SPORT SCOLAIRE ET LE DEVELOPPEMENT DE COMPETENCES PEDAGOGIQUES AVEC APPROCHE DANS LA VISION DES ELEVES

RÉSUMÈ

l'existence réelle et accomplit d'une relation entre le sport scolaire et le développement de competences pedagogiques, reflétées directement dans le revenu des élèves et d'une question qui encore manque de plus grande et meilleure explorations scientifique.Cet article a traité de délinéer des indications de cette experience configurant lignes de recherche réalisables, sélectionnant des données théoriques et de champ en supposant la forme d'enquete pour realisation de recherche. Dans des termes de résultats les points les plus importants indiquent pour accomplir l'existence de cette relation.Selon les notes théoriques l'influence de pratique sportive manifeste surtout, dans les aspects d'amélioration de la qualité de vie et promotion du bien-être physique et psychologique, tant qu'au moment de considérer l'environnement scolaire l'influence de les pratiques sportives se présentent comme qualifiables maintienneurs de développement cognitif, intérêt par l'environnement et l'augmentation de l'assiduité .Dans la vision des élèves interviewés les effets de l'interférence des pratiques sportives quand ils ne contribuent pas de forme positive, maintient inchangées la routine du quotidien écolier . les clefs: Sport, Ecole, revenu

LA RELACIÓN ENTRE REFERENTE A DEPORTE DE LA ESCUELA Y EL DESARROLLO DE CAPACIDADES PEDAGÓGICAS CON ACERCAMIENTO EN LA VISIÓN DE LOS ALUMNOS.

RESUMEN

La existencia real y efectiva de una relación entre el deporto escolar y el desenvolvimiento de competencias pedagógicas, reflejadas directamente en el rendimiento de los alumnos es una cuestión que aún carece de mayores y mejores exploraciones científicas. Este artículo trató de delinear indicios de esa existencia, configurando líneas de pesquisa realizáveis, apurando dados teóricos y de campo asumiendo la forma de inquerito para realización de pesquisa. En termos de resultados los puntos más importantes apuntan para la efectiva existencia de esa relación. Según los apuntamientos teóricos la influencia de la práctica deportiva manifestase especialmente, en los aspectos de mejoría de la cualidad de vida y promoción del bien estar físico y psicológico, en cuanto al considerar el ambiente escolar la influencia de las prácticas deportivas, presentase como cualificadoras y mantenedoras del desenvolvimiento cognitivo, interese por el ambiente y aumento de la asiduidad. En la visión de los alumnos encuestados los efectos de la interferencia de las prácticas deportivas cuando no contribuyen de forma positiva, mantienen inalterados las rutinas del cotidiano escolar. Palabras - llaves: escolar, rendimiento, deporto.

A RELAÇÃO ENTRE O DESPORTO ESCOLAR E O DESENVOLVIMENTO DE COMPETÊNCIAS PEDAGÓGICAS COM ENFOQUE NA VISÃO DOS ALUNOS

RESUMO

A existência real e efetiva de uma relação entre o desporto escolar e o desenvolvimento de competências pedagógicas, refletidas diretamente no rendimento dos alunos é uma questão que ainda carece de maiores e melhores explorações científicas. Este artigo tratou de delinear indícios dessa existência, configurando linhas de pesquisa realizáveis, apurando dados teóricos e de campo assumindo a forma de inquérito para realização de pesquisa. Em termos de resultados os pontos mais importantes apontam para a efetiva existência dessa relação. Segundo os apontamentos teóricos a influência da prática desportiva manifesta-se especialmente, nos aspectos de melhoria da qualidade de vida e promoção do bem estar físico e psicológico, enquanto ao considerar o ambiente escolar a influência das práticas desportivas apresentam-se como qualificadoras e mantenedoras do desenvolvimento cognitivo, interesse pelo ambiente e aumento da assiduidade. Na visão dos alunos entrevistados os efeitos da interferência das práticas desportivas quando não contribuem de forma positiva, mantêm inalteradas as rotinas do cotidiano escolar.

Palavras-Chave: desporto, escola, rendimento.