138 - SAIL SPORT AS A SCHOOL PHYSICAL EDUCATION PRACTICAL

RICARDO DE MATTOS FERNANDES; RICARDO RUFFONI;
ABEL CORREIA ; ALEXANDRE MOTTA DE FREITAS
Universidade Veiga de Almeida
Centro Universitário Celso Lisboa
LABESPORTE - Laboratório de Estudo dos Esportes
Faculdade de Motricidade Humana de Lisboa
Rio de Janeiro - Brasil
ricardovela@oi.com.br

INTRODUCTION

Nowadays the Physical Education assumes a very wide and important function in the future citizens' formation, that is clear in the text on the general objectives of physical education in the fundamental teaching, contained in the Physical Education National Curricular Parameters - PCN, that objectifies the small citizens' formation.

It is believed then that the discipline Physical Education has a lot to contribute in the future citizens' construction. It is believed although this important function in the generation and these small citizens' transformation provokes the need to dare and to transcend the physical walls and you consider of the teaching establishments, administrative and pedagogic methodologies. It's due then to look for a teaching methodology and administrative so wide and it completes as they are the objectives intended by the organs maintainers of the national education and for the Brazilian society, assisting our children's current needs that live in this globalized world which considered that the sail sport comes from encounter to the objectives and longings of the responsible organs for the education.

The use of this millenarian sport reaches a great variety of age groups, facilitating the children's practice and people with more advanced ages, being enough that the material is adapted to the biological individuality and the apprentice's age. Its practice also allows the use in the leisure or competition, in group or individually. These important factors, that incited the choice of yacht as sport, of excellent educational potential, because feels that the capacity of this sport in developing most of the necessary physical valences for the human development; to strong connection that is provided between the apprentice and the nature; the capacity to develop participant's cognitive and psychological side, they are fundamental.

With the objective of analyzing the use of Yatch as an educational sport, comes to the reader a philosophical research among the methodology of teaching of the sport of the nature, Yatch; used by Yacht School of Sail in the municipal district of Cabo Frio and the methodology used in the traditional sport of the classes of physical education. When researching this teaching methodology and to compare the methodology of the traditional school sport, they can be made one analyzes of the possibilities to the use of sport and equipments in the obtaining of the general and specific objectives of the Physical Education, contained in the National Curricular Parameters. With that they will be analyzed in this work: the didactic orientations with relationship to the methods, Global, Partial and Mixed (XAVIER, 1986); the possible existence of use of the traverse themes; the main worked physical valences; the possibilities to use activities with partner-affective characteristics; the didactic organization, with relationship to the course plans and class; and the three functions of the evaluation, according to Libaneo (1994): pedagogic-didacticism, of diagnosis and of control. After a wide analysis of all the factors that believes they be important to elucidate the subject, must have, then sighted "earth" with a conclusion on him debated in this monograph.

DEVELOPMENT

After making a wide one it analyzes of the concepts, laws, definitions, determinations, visions, approaches, beginnings and regulations about the physical educator's methodological action, through a philosophical research and taking as base the responsible national and international organs for the Education and for the Physical Education and literary authors of the respective subjects, being was like this possible to elaborate one analyzes with the objective of solving the following central problem: The sport the sail stops conditions of developing a methodology of Physical Education, working physical and cognitive valences and the objectives requested by the organs educational maintainers, how the methodologies of the traditional school sports? A philosophical research was made where the first guided investigation went to the presentation and the appreciation of the planning material and organization to the control of the teaching activities. Inside the material worked in referred her school it was observed to the presence of a course plan, presence list, teaching list and forms of test writing for theoretical verification. Inside of the three levels of the plans; it had, according to Libaneo (1994): the plan of the school; the teaching plan (or plane of units); and the class plan and with that, it was verified that the sail school, in subject is used of a course plan, or of teaching to guide its teaching for a period of six months and this identifies in a coherent way its general, specific objectives and arranged contents in units with foreseen amount the numbers of classes to administer the objectified precepts. In relation to the plan of the school it was verified that this school can adapt to the plans of several teaching institutions in a possible partnership, because the contents of its plans are wide and with a vision of the preparation of the educating not only for the sport the sail also for the life and its citizenship.

It was also verified the existence of didactic materials and of presence control. As didactic material is used an apostil that approaches the theoretical and practical contents of the sport, besides topics as: environmental preservation and lengthening techniques, this presented pedagogic instrument has in conception a wider vision of the educational action, mainly when placed in comparison to other publications that vision the instruction of this sport. We can mention among other works the one that developed Other book on the subject they have in its objectives and contents the intention to develop all the relative aspects to the act of sailing, as in its first part in that the concern already denotes the rest of the publication, because this text talks about the first sailing alerting for the choice of the day and of the appropriate vestment standing out the use of the sage life in all sailed (KIBBLE and KIBBLE, 1989, p. 6). The studied publications are well developed, even so they denote a concern type and content that is the point of difference in relation to the material of Yacht School of Sail. The presence control gives him the making of a call for the demarcation of lacks and individual dates at the beginning of course. With that it is possible to have a vision of the class uses and difference of each student's level. Due to these factors it is possible to have a control to the level of activities applied for each one. During the initial development of the teaching of a traditional school sport is allowed to the educational the explanation of the origin of the sport history in subject (verbal information), with that; a historical verification of the sport was made the sail, objectifying observe-lo in the national and international plan.

Fernandes (2006) affirms that same that is not had a lot of registered information of this beginning it can be acquired,

with the study of types of naval constructions of embarkations the sail and its evolution, data that allow to make comparisons between the types of ships and its purposes.

In Brazil the history is also demonstrated obscure on the appearance of the first embarkation the sail, more a vast material is had on the sport the modern "sail" and can be said that starting from 1906 it was created in Botafogo, Rio de Janeiro the first club of Brazilian, called sail Yacht Brazilian Club. In 1914, other traditional club was founded in the Niteroi city of with the name Rio Sailing Club" (FERNANDES, 2006, p. 43 apud SHMIDT, 2005). We identified the presence of a small passage of historical origin of the sail in the didactic material of Yacht School of Sail. At this time it starts to tell the results of the investigation on the individual and collective work of the applied methodology. We have as objectives constants of PCN: the social integration; the mutual respect; the non discrimination for physical, personal, sexual or social characteristics, in this context the classes of observed Yatch demonstrated that in spite of the use of an individual equipment, the ship of the class Optimist or Laser, are possible to do a work that involves the group, being this fact of the own students' preference that they make use together of several ships resulting in a nautical interaction among everybody students that are sailing. It is important to enhance that the sport offers the same conditions for the two sexes not being latent to differences between the boys' competences and girls, because the equipment doesn't prioritize, in most of the cases, movements predominantly masculine or feminine, this way they assist to a special care contained in PCN, when they say: "particularly in what says respect to the differences between the boys competences and girls a special" care it should be had (2000, p. 83).

With relationship to the exhibition method were found peculiar forms, as well as the same to the traditional ones. As unusual, the place is described in that the theoretical classes are developed, that is executed at the beach of the headquarters of the school, where the children sit down or in the sand or in the bordering deck of the beach. The students' disposition is free for each student's choice, with just a determination exposed by the teacher, those are the front of the picture for the demonstration of the theory that is done with information and illustrative drawings. It was patent that together with the theoretical explanations illustrations are made, through drawings and even of practical demonstrations, as in the case of the demonstration of the influence of the wind on the surface of the sail that a paper leaf was used in that to the if blow up for the superior surface of the paper, this it is moved upward and down would seriate the logic of the lay knowledge that the wind pushes the sail. In this demonstration it is visible that the wind blown by the superior surface of the paper placed ahead the mouth and holding the extremities in the left and right sense in relation to person this exercising this, it does with that this paper goes up suggesting that the wind moves the paper upward. This action is undertaken by all the students and with that, in agreement with the consideration done by Libaneo (1994, p. 178), that says:

If we consider the teaching process as a whole action of teacher and the students, in which the teacher stimulates and it drives activities in function of the students' learning, we can say that the class is the basic didactic form of organization of the teaching process.

We can say that the observed pedagogic actions find inside of a teaching process where each class is made inside of a specific didactic situation, that combine the objectives and contents with the didacticisms and teaching methods objectifying to propitiate the students the active assimilation of knowledge and abilities (LIBANEO, 1994).

The investigation at this time goes back to the motive abilities and psicomotors developed through this. The motive and psicomotor abilities that was observed in the practice of sport the sail teaching were, mainly with the relationship to the born and innate elements acquired in the daily practices or during the use of, for example, a bicycle or in other games. The identified main motive abilities were: It forces dynamics and static, agility, flexibility, static and dynamic balance and located muscular resistance. The main psicomotor abilities analyzed were: reaction speed, coordination psicomotor, laterality, perception temporary space and desconpressing partial or total. All abilities observed resemble each other in a lot to the necessary ones in the traditional educational sports as, for example, the futsal.

The cognitive development is quite worked by the observed methodology, mainly when in several moments of the classes and mainly during the use of the ship; the student comes across new situations and different problems that should be solved by them during the use of the embarkation, because they are them the captains of its ships and that it competes to them, with the teacher's due orientation, to take the necessary decisions to solve the subjects that come. This fact allows the development of the partner-affective capacities as: cooperation, respect, self-esteem, self control, among another.

In relation to the method of the sport teaching an investigation was made to define the technique type used in relation to the methods: global, partial and mixed. These methods are considered in the following way; partial method: it is " the teaching of the game of the Futsal for parts, through the development of the foundations, motive abilities that compose the game [...]" (COAST, 2003, p. 13); global method: "consists to develop and provide the learning of the game through the own game " (COAST, 2003, p.15) and mixed method: is "the junction of methods previous of teaching, that results in what it is called mixed method [...]" (COAST, 2003, p. 16). Based in these definitions that confirm and completes it was possible to identify the type of method developed by the methodology presented in the sail school in subject; because in most of the classes was witnessed the use of the mixed method, that is a very used process by the teachers of traditional school sports.

Some important and constant topics of the content the traverse themes determined by PCN, during was observed this period of six months of observations. Besides the topic, environment, impossible of if disassociate this sport and practice and where was reason of constant interventions and activities, as cleaning of the beach in that the classes as well as the negative aspects of each found material were made; it was observed, also classes with concern with first helps, with the citizenship, with the action of crossing a vehicle near and of the act of voting. These topics are part of the content program of Physical Education class and they are going to encounter with the objective of building students citizens.

The students' evaluation is other important point and final investigation in our research. The approaches in PCN (2000) about the evaluation in Physical Education determines that this is not made in standardized deforms and mechanics where the same result is waited of everybody, being yes an instrument that aids so much the teacher as the student in yours solemnity-analyzes of acting and demonstrating an including picture of the certain approaches specified in original text. The didactic activities proposed by Libaneo (1994), they are: verification; qualification; and the qualitative appreciation. The three functions of school evaluation, in agreement with Libaneo (1994) they are: pedagogic-didacticism; the diagnosis function; and the control function. During the period of evaluation of this teaching method was possible to verify some evaluation acts, so much of the students as of the teaching process, culminating in some successes and increments. Most of the evaluation is made by the verification in the practice of the execution and the taught contents, non prisoner to the faithful and mechanical of a certain foundation movement, but inside of a wide context that goes by the biological Individuality of each one and proceeds to analyze the climatic conditions of the moment of the analyzed practice. It was also observed a constant solemnity-evaluation and concomitantly a continuous development of this applied methodology. This evaluation is made with the results obtained with the teaching and also for the parents' insistent attendance that they inform and they advise attitudes and necessary contents for the its children's learning. It was then identified that the observed evaluation finds inside of the determined for the Physical Education,

because it is going of encounter with the approaches and items of this didactic process, as mentioned them in it makes up it previous.

METHODOLOGY

This work develops, then, an analysis with base in observations and studies of the independent variable: methodology of teaching of the sport Yatch; being created like this, a methodology of philosophical research; that is defined as, the " research type characterized by the critical investigation in which the researcher establishes the hypotheses, examines and it analyzes the existent facts and synthesizes the evidence inside of a viable " theoretical model (THOMAS & NELSON, 2002, p. 248), this philosophical approach is used of scientific and technical facts to formulate and to test the research hypotheses.

Inside the ramifications of the reflexive investigation; this research follows the epistemological line that worries about the knowledge, in consideration the form of getting as well as the certainty of having gotten, or as affirms Thomas and Nelson (2002, p.249) " epistemology - the ramification of the philosophy that investigates the origin, nature, methods and knowledge " limits. When contemplating on this research type they meet the places for the which the philosophers arrive to the research problems; that are: " in general in two places - in the personal experience and subsequent reflection, on one side, and in the texts, for other " (THOMAS & NELSON, 2002, p. 250).

In the research process that is developed in this work the reasoning type that will proceed it is the deductive reasoning; that is a technique that if guides the " logical process in which the researcher is moved of a theoretical events explanation for specific hypotheses on the events " (THOMAS & NELSON, 2002, p. 252).

With base in the hypothesis that the sport the sail cannot or not to contribute for the teaching of the physical education as an instrument of the educator in the objective of executing the longings and determinations of this such important educational action; and based in the statement that " the teaching process is characterized by the combination of the teacher's activities and of the students " (LIBANEO, 1994, p. 149), a pedagogic relationship will be made among the proposal methodology for the Physical Education teacher and the students with school age group, during the sail course and the methodology: Global, Partial or Mixed of a traditional school sport.

The application of this research happened in the period between April to September of 2006, where it was accompanied the weekly classes with duration of two hours and thirty minutes; completing a total of twenty-seven Saturdays and sixty seven hours and thirty minutes. The students' profile understands: children in the age group between 7 to 14 years, with different biological individualities. The course was applied with twenty children divided in two groups with the same time of duration and educational text. The methodology of teaching of the course offered the basic content of the sail traditional course with the knowledge increments and a teacher's of Physical Education instruments. The used equipment was the ship school, globally recognized, of the class Optimist for the all the students' initiation, being observed the adaptation of adjustments and successes of equipment of safety for each individual.

The investigative purpose objectified with the establishment the hypotheses, of the exam and of the analyzes the existent facts, besides the summary of the evidence inside on a theoretical model; that was identified to the solution of the central problematization: the sport the sail obtains possibilities to apply a school discipline methodology; Physical education, in an approximate way to the of the methodology of the traditional school sports and still to be inside of the determinations and objectives of the responsible educational organs for this activity?

FINAL CONSIDERATIONS

During this period of six months it was possible to embrace a great amount of impressions and analyze the pedagogic process applied in the class of sail of Yacht School of Sail, allowing to develop this research and to determine in agreement with the specialized literature and the acquired and existent experience these final considerations. It is necessary to affirm that this work had a character of philosophical study, if not stopping to the quality aspect or of right and wrong; and yes of adaptation or not, to the molds determined by the organs mantenedores of physical educator's function and ratified by specialized authors.

Inside of the line of presented research and with it analyzes the data it can be considered then that the presented methodology and the sport the sail is possible of they be developed as a school sport in the molds of the orientations, objectives, outlines and developed techniques and studied by literatures and organs of the Education and of the Physical Education, obeying the laws and existent determinations. Being was answered like this the central problem of this monograph and resulting like this in the final definition of the presented hypothesis: the sport the sail can be applied with base in the pedagogic procedures used by traditional school sports or the sail sport cannot be applied in the pedagogic procedures bases used by traditional school sports, can be affirmed then that yes the sport the sail can be applied with base in the pedagogic procedures used by traditional school sports.

It is considered, although is necessary the continuation of the development of this methodology so that it can always be inside of the patterns and with more and more novelties and even with the possible creation of techniques and own and innovative activities.

It is considered, finally that makes necessary the development of national literature on the educational activity and the act of teaching this sport, completing like this properly the existent literatures on the teaching of the foundations said.

REFERENCIA BIBLIOGRÁFICA

·THOMAS, Jerry R., NELSON, Jack K. Métodos de Pesquisa em Atividade Física. Porto Alegre: Artmed editora, 2002.
·KIBBLE, Gary, KIBBLE, Steve. El A B C del Optmist. Madrid/Espanha: Ediciones Pirámide, 1989.
·LIBANEO, José Carlos. Didática. São Paulo: Cortez, 1994.
·COSTA, Claiton Frazzon. Futsal Aprenda a Ensinar, Santa Catarina: Visualbooks, 2003.
·MINISTÉRIO DA EDUCAÇÃO. Parâmetros Curriculares Nacionais: Brasília, DP&A, 2000. v. 7.
·XAVIER, Telmo Pagana. Métodos de Ensino em Educação Física, São Paulo: Manole, 1986.
·FERNANDES, Ricardo de Mattos. Esporte a Vela e a Educação Física, Meta Science, Cabo Frio, III Jornada Brasileira Científica da FIEP, junho de 2006. 1 CD-ROM.

Autor: Ricardo de Mattos Fernandes, Rua Mureb, 161 - casa 1, Manguinhos, Armação dos Búzios, Rio de Janeiro - Brasil, CEP: 28950-000. Telefone: 22-26236560.

SAIL SPORT AS A SCHOOL PHYSICAL EDUCATION PRACTICAL

ABSTRACT During the history of the humanity Educational and the Physical Education come suffering a great process from development, stimulated for diverse reasons. Some debates and research had been, e still is being elaborated for some studious and personalities of diverse segments of the society, with this, the function of the Professor if finds in constant perfectioning. In the pertaining to school environment in many aspects it did not follow the occurred changes in the education forms. It disciplines it Pertaining to school Physical Education until certain point advanced, however, many times imprisoned in the administrative bureaucracy and the lack of physical structure, it still lacks of definitive actions to follow a globalized world, that it demands each time plus a bigger dynamics and a bigger gamma of new challenges, to continue offering to the pupils a captivate and efficient education. The sports used traditionally in the education institutions are historically efficient tools, however already practical its does not withhold the unanimous preference of the pupils how much.

On the basis of this thought, the present work developed a philosophical research that comes to answer the central problem, after to have established the hypotheses, examined and analyzed the existing facts and synthesized the evidence inside of a viable theoretical model. This analysis is finished then identifying the solution of the question: the sport the sail withholds conditions to develop a methodology of Physical Education, equivalent with the ones of the traditional pertaining to school sports and inside of the determination and objectives of the educational agencies maintain of this disciplines pertaining to school?

Key-Words: Teaching methodology, sport the candle, educational sport, School Physical Education, National Curricular Parameters.

SPORT DE LA VOILE COMME UNE ÉDUCATION PHYSIQUE SCOLAIRE PRATIQUE

LE RÉSUMÉ Pendant l'histoire de l'humanité Pédagogique et l'Éducation Physique s'élevée souffrir un grand processus de développement, stimulé pour les raisons diverses. Quelques-uns discute et la recherche avait été, e est encore élaboré pour quelque studieux et personnalités de segments divers de la société, avec ce, la fonction du Professeur si trouve dans perfectioning constant. Dans le concerner pour scolariser l'environnement dans beaucoup d'aspects il les changements se produits n'ont pas suivi dans les formes de l'éducation. Il le discipline Concerner pour scolariser l'Éducation Physique jusqu'à certain point a avancé, cependant, beaucoup de temps ont emprisonné dans la bureaucratie administrative et le manque de structure physique, il manque encore d'actions définitives pour suivre un monde globalisé, qu'il demande chaque temps plus une plus grande dynamique et un plus grand gamma de nouveaux défis, continuer offrir aux élèves un captivez et éducation effective. Les sports utilisés dans les institutions de l'éducation traditionnellement sont des outils historiquement effectifs, cependant déjà pratique son ne retient pas la préférence unanime des élèves combien.

D'après ce pensé, le travail présent a développé une recherche philosophique qui vient répondre le problème central, après avoir établi les hypothèses, a examiné et a analysé les faits existants et a synthétisé les évidences dans un modèle théorique viable. Cette analyse est finie identifier la solution de la question alors: le sport la bougie retient des conditions pour développer une méthodologie d'Éducation Physique, équivalent avec les ceux du concerner traditionnel scolariser des sports et dans la détermination et objectifs des agences pédagogiques maintenez de ce discipline concerner pour scolariser?

Le mot-clef: L'apprenant méthodologie, portez la bougie, sport pédagogique, École Éducation Physique, Paramètres Curriculars National.

DEPORTE DE LA VELA COMO UNA PRÁCTICA DE LA EDUCACIÓN FÍSICA ESCOLAR

Resumen Durante la historia de la humanidad educativo y la educación física viene sufriendo un gran proceso del desarrollo, estimulado por razones diversas. Ciertos discusiones e investigación habían sido, e todavía se está elaborando para algún estudioso y personalidades de los segmentos diversos de la sociedad, con esto, la función del profesor si hallazgos en perfectioning constante. En referente al ambiente de escuela en muchos aspectos no siguió los cambios ocurridos en las formas de la educación. Lo disciplina referente a la educación física de la escuela hasta que cierto punto avanzó, sin embargo, muchas veces encarceladas en la burocracia administrativa y la carencia de la estructura física, todavía carece de acciones definitivas para seguir un mundo del globalizado, que exige cada vez más una dinámica más grande y una gamma más grande de nuevos desafíos, para continuar ofreciendo a las pupilas un cativante y una educación eficiente. Los deportes usados tradicionalmente en las instituciones de la educación son históricamente herramientas eficientes, su al menos ya práctico no retiene la preferencia unánime de las pupilas cuánto.

En base de este pensamiento, el actual trabajo desarrolló una investigación filosófica que viene contestar al problema central, haber establecido después las hipótesis, examinado y analizado los hechos existentes y synthecized la evidencia dentro de un modelo teórico viable. Este análisis se acaba entonces que identifica la solución de la pregunta: el deporte la vela retiene condiciones para desarrollar una metodología de la educación física, ¿equivalente con los que está del tradicional referente a deportes de la escuela y al interior de la determinación y de los objetivos de los mantenedores educativos de las agencias de este disciplinas referente a escuela?

Palabra-importante: Metodología instrucción, luzca la vela, deporte educativo, la Escuela la Educación Física, Parámetros Curriculars Nacional.

ESPORTE A VELA COMO PRATICA DE EDUCAÇÃO FÍSICA ESCOLAR

RESUMO: Durante a história da humanidade o Ensino Educacional e a Educação Física vêm sofrendo um grande processo de desenvolvimento, impulsionados por razões diversas. Vários debates e pesquisas foram, e ainda está sendo elaborada por vários estudiosos e personalidades de diversos segmentos da sociedade, com isso, a função do Professor se encontra em constante aperfeiçoamento. No ambiente escolar em muitos aspectos não acompanhou as mudanças ocorridas nas formas de ensino. A disciplina Educação Física Escolar até certo ponto avançou, porém, muitas vezes presa na burocracia administrativa e na falta de estrutura física, carece ainda de determinadas ações para acompanhar um mundo globalizado, que exige cada vez mais uma dinâmica maior e uma maior gama de novos desafios, para continuar oferecendo aos alunos um ensino cativante e eficiente. Os esportes utilizados tradicionalmente nas instituições de ensino são ferramentas historicamente eficientes, porém já não detém a preferência unânime dos alunos quanto a sua prática. Com base nesse pensamento, o presente trabalho desenvolveu uma pesquisa filosófica que venha a responder o problema central, após ter estabelecido as hipóteses, examinado e analisado os fatos existentes e sintetizado a evidência dentro de um modelo teórico viável. Finaliza-se então esta análise identificando a solução da questão: o esporte a vela detém condições de desenvolver uma metodologia de Educação Física, equivalente com as dos esportes escolares tradicionais e dentro das determinações e objetivos dos órgãos educacionais mantenedores desta disciplina escolar?