175 - PERCEPTIONS OF PLAYERS OF COMPETITION OF HANDBALL AMONG HIGH SCHOOL IN PERSPECTIVE OF SPORT SCHOOL

Ribeiro, Paulo Henrique; Tubino, Manoel José Gomes
Universidade Castelo Branco - Rio de Janeiro - Brasil
phestacio@ig.com.br

Competition among high schools have been organized for more than twenty years by newspapers of large circulation in Rio de Janeiro, by goverment entities, by on governmental Organizations, and by some Private Schools, which invite other schools of the same neighbohood or of different neighborhoods to take part in sport events.

By analysing the objectives that are expressed in the rules of these competitions in Handball, we notice that the organizers have offered to integrate various educational institutions, to publicize sport talents and to develop sport, as the following exemples:

Congregate the students of the Municipal schols through sport and, at the same time, strengthen the friendship and companionships bonds among schools (PMP/SE - DAT, 1997; 1998; 1999)

Stimulate the sport practice among schools, help the interchange of methods and discocer new talented people in sports.

The Spring Games have the aim of stimulating the female sport practice in schools and clubs of Rio de Janeiro. (RIO DE JANEIRO, SE/D'ACCORD, 2000, p.1)

By analysing them more deeply, the objectives expressed do not show perspectives tenned to the sport development of these who take part in them. We also note that the participants neither are consulted about the result of their participations nor are accompanied in their sport route, as to their development in sport.

The Objective of the Study

The study had as a general objective to analyse the perceptionsof the students of High School in Rio de Janeiro that take part in the competitions of Handball among schools in relation to the precepts of the school sport practice.

Secondarily, the aim was to verify if these competitions contribute to the sport development of the young students in Handball in further stages, such as the Sport of Performance.

Relevance

In spite of having been practiced for a long time in school tournaments, competitions, simulations of the Olympic Games, they are implemented as an extra-curricular offer. from time to time, when we think that the sport in school must have an educational root and, this way, must be lasting. The sport competition of children and teenagers is as a basis or an adaptation somewhet strict of the forms of organization of the sport of performance (MARQUES, 1995)

The competition of Handball among schools has been studied because this one has presented in the late years the greatest numbers of practioners in the games among schools of state of Rio de Janeiro and do not present correspondence in further levels called "sport Performance" (GUERRA PEIXE, 1999) being this way, a posible referential to the organizes, teachers, coaches and students of High School who take part in these competitions, in the perspective of their sport development in Handball.

Theoretical Referential of the study

The study has begun in conceptual referentials of the Sport, Sport Education, Sport as Right, Sport Educational, Sport in School, Sport Competition and Sport Conquest, which were deepened in the perspective of the development of work.

Sport

The modern sport appears initially in England, through Thomas Arnold, in beginning of the XX ™ century, and its structure happened in the sense of a union between the uniformization of the rules with the human necessity of physical exercices, having as a basis the Celt Germanic influence of the tendency to games (TUBINO, 1993).

The foundations of the sport were based on Fair Play and, later, due to the need of creating entities that coordinated the competitions, on the practice of associations, which created the clubs and Federations that put them together.

According to Costa (2005), hom its beginning up to the present, sport has passed by a period of significant evolution, which contributed intensely to its dissemination in the social environment, coming to the present dimension of socio cultural phenomenon seen in all popular classes. Through this perspective, among some of this important interventions, we find its content, part of the discipline Physical Education in School, as an occupation in the free time, physical activity adapted to the people who have special needs and in the professional field as a means of survival.

Under the perspective of social construction of the social rights in the process of constitution of the modern State and because of the requirement of the popular sectors of the right of access to the goods and services culturally organized, UNESCO, adopting the permanent education as its fundamental course, incorporated the Sport as a Right as an effective display of education, resulting in 1979 in the International Letter of Physical Education and Sport (TUBINO, 1993).

These conquest had consequences in Brazil with the Federal Constitution of Brazil in 1988, which in its article 217 predicts that: "It is the duty of the State to stimulate formal and non formal sport practices as the right of each person observed (...) the destination of public resources mainly to the promotion of the educational sport (...)

The Sport Education, one of the three forms of exercising the right of all to sport . differs form the others because of its content shown in socio educative principles and in the right of all to the sport practices in a democratie form, mainly in childhood and adolescence.

According to Lima (apud TUBINO, 2001) the Sport Education is related to three areas of pedagogy: the social integration, the psychomotor development and the educative physical activities.

In the sense of the balance of offer of opportunities and making use of the renewed concept of sport presented in the International Letter of Physical Education and Sport of 1978 (UNESCO, 1979, apud FIEP BULLETIN, 2000-2001, p. 9) the Sport Education or Sport in School, according to Tubino began to compreend the Educational Sport and School Sport.

The Educational Sport is the display of Sport Education which must be offered to al the students as they have access, in the classes of Physical Education, to experiences of different sports. This dimension of Sport is based on the principle of inclusion, cooperation, co-education, co-responsability and the participation of all. This branch of sport has the objective of formation, without direct link with the preparation of sport teams or with the formation of athletes (TUBINO, 2001).

According to the Principle of Participation, the presence of all the participants in the sport activity is essential, being predictable the alteration of the rules in order to increase the opportunities. The Principle of Inclusion says that no student must be excluded from the sport practices, so that he can have the necessary experiences to the formation of his citizenship. The Principle of cooperation acts in the direction of the development of the comunitary spirit among those who practice sports, encouraging their cooperative experiences such as working in group and the participation in group games. The Principle of co-responsibility searches to delegate to those who practice sports a division of responsibilities in the decisions, such as the adequation of the rules to the organizing

measures, in the sense of seeking autonomy.

The School Sport, different ly from the others mentioned, is the space of the experiences, the act of performing wiyh quality, of the experience of new possibilities, having as its aim to give a different practice to the young who have a calling for various kinds of sports (TUBINO, 2001) .

This new dimension appears to serve and develop these young people, through specific training and competitios regarding individualities, age characteristies and mainly the principes of the Sport Education.

The Principle of the Sport Development must be referent to the School Sport, increasing progressively the potencialities of the young in the way to the Performance Sport. The beginning of the sport practice starts to happen in schools prepared to this objective, assuming a perspective of a nom-traditional pedagogy of sport, increasing, gradually, its range of action, from these schools to places beyond its limits.

Another reference to the school Sport must reside in the Development of the Sport Spirit. This must give conditions so that ethical principles are valued in the sport practice. A consciousness that the rules are a language of universal understanding becomes necessary use. It is also understood that it is necessary an attitude of respect to the leaders, mates, and opponents, with determination in the search for the sport aims, in the fight for victory, seeking to surpass the sport field, tranforming attitudes and behaviours (TUBINO, GARRIDO e TUBINO, 2006).

THE School Sport must also have a reference the Fair Play, which means justice and equity on one side, agreeability and beauty on the other, basing on chivalry, as a code that the players must accept and respect, restricting human passions and the violence to reason, as a component of the process that civilizes man.

Sport Competition

Competition involves the most different aspects of human life. Each branch, be it social, psychological, economical or pedagogie, among others focus, competition in specific ways related to their objects of investigation. However, all of them converge in a point: competition is inherent to the human being.

To Retondar (1995), competition in Sport appears as a linguistie mark of selection of the best, like a party in which the climax of the cerimony is attributed to them, as there is always someone disputing the same result. It also means that there is pleasure in the act of competing with someone and not against someone, so that, through the game, there are ways of non-verbal communication that make a stranger who is competing a familiar person.

The knowledge of the different views of the competition becomes clearer when a correlation with human terms and nuances is stablished, such as scarcity, cooperation, conflict, interaction and opposition, terms that are their consequents or even interdependents.

Conquest, an important component of Sport Competition, is recognized by all, even by these not directly involved in the competition, implies a material or imaterial reward, translated by the outer recognition or by a stimulus to improve self steem.

Conquest unites various subjectivities, intrinsically joined to the ability of self-overcoming, the creation of a positive self-concept, the perception of the sport potential of each one, the detachment of individuality towards the group performance. In other words, theyare conquests in the field of motivation, which strongly contribute to the creation of a trustful personality that becomes ever stronger and, because of this, more creative and secure in taking risks.

In this conception, those who practice the School Sport become evident in the school community, increase their possibility of ascencion in sport, as they surge as a reference to other young people like an effect of imitation (TUBINO, 2001).

The value one attributes to the conquests tends to bring the School Sport near to the principles of Sport Performance due to the objectives of bigger sport triumph, which, due to its educational origin, can cause the competition among schools to become an agent of many democratic possibilities.

The Methodological Ways of the Study

The study has a descriptive nature and was developed in a qualitative perspective, in which one has seeked to examine the object in its natural environment, that is, in the context of the competitions among schools, through the meanings that those practice them attribute to these events.

The study was divide into three phases, being the first one exploratory, where the aims expressed in the rules of the competitions among schools were analysed in relation to the ones of the School Sport. In the second phase, one proceeded to the selection of twenty six sbjects, students of both sexes, of four Highschools from different neighborhoods in Rio de Janeiro, who took part in the Intercollegiate Games that took place during 2005 and were between fourteen and seventeen years old. One collected, still in this phase, data, through the technique of semi-structured interview, according to Ludke and André (1986).

One proceeded to the gathering of data found in four categories, to which were stipulated by the analysis of literature, derived from contacts with the people related to the phenomenon and according to the principle of multifaceted exploration, that is expected for this kind of approach.

A categorization of the data was done by making use of the "procedure by boxes" (BARDIN, 1994) in which the categories were previously stipulated, being the conceptual title of each category defined in the initial phase of operation.

The thematical categories that allowed the necessary research along with the sample were: development of the sport spirit of the one who practices it; collective actions which make the group spirit and the importance of the conquests in this development possible.

After that one analysed the data, according to the principle of the Sport Development of the participants, having as technical basis the Analysis of Content .

Conclusion

The subjects have considered the competitions of Handball motivating and, in a way, stimulating to their development in this sport. However, they have added that they could contribute better as they still take place for a few times during the year and observe a form of dispute that restricts possibilities of a lasting practice.

The Sport Spirit has represented to the subjects an undissolving condition to the sport, being responsible to the functionality, continuity and success of the team. This one would become concrect by the respect and reverence to the judges, to the rules, to the group mates, to the opponents and due to the fact of having elements of relationship that are common to almost all the other human sectors.

As indicators of Group Actions, the subjects have pointed the mutual comprehension among the participants, as well as the exercice of tolerance necessary to the development of a group spirit during the competition. It became clear the need of the group spirit as a moderator agent in the face of stressing situiations present in the sport competition.

The participants have considered the Sport Competitions as objects of intangible value and transcendent to the advent of competition. They were seen as something bigger than the prizes and rewards in main ranks, that is, the increase of individual sef-steem, the increasing mood for physical effort and for pre competitive trainings. They have also associated conquest to the requirements of sport, such as the conquest of good technique of execution, of experience of game, of the creation of a big team, that is, to objectives that are not easily found beyond the sport environment.

REFERENCES:

BARDIN, L. **Análise de Conteúdo**. Lisboa: Edições 70 Ltda, 1994.

D'ACCORD. **Regulamento Geral do XVIII Torneio IntercolegiaL O Globo. D'accord**, Abr. 2000.

FÉDERATION INTERNATIONALE D'EDUCATION PHYSIQUE. **Manifesto Mundial da Educação Física 2000**: Autor. In

FIEP Bulletin. Madrid: Gymnos. v. 72, ISN-0256-6419, - Nº 1-2-3, 2001 - 2002.
FÉDERATION INTERNATIONALE D'EDUCATION PHYSIQUE. **Carta Internacional de Educação Física e Esportes:** Autor. In FIEP Bulletin. Madrid: Gymnos. ISN-0256-6419, v.70 - nº 1-2-3, 2000 -2001.
GUERRA PEIXE, A. H.. **O Incremento do Handebol como Desporto Educacional e de Rendimento: Problemas, Expectativas e Propostas**. Dissertação (Mestrado em Educação) - Universidade Estácio de Sá (UNESA). Rio de Janeiro, Set., 1999.
LÜDKE, M., ANDRÉ, M. **Pesquisa em Educação: Abordagens Qualitativas.** São Paulo: EPU/EDUSP, 1986.
MARQUES, A , T. O Treino e as Novas Realidades. As questões da Prática e as Tarefas da Ciência. Lisboa: **Revista Horizonte,** n. 65 (XI), 1995, p. 169-174.
REGULAMENTO DO 17º TORNEIO INTERCOLEGIAL.. Rio de Janeiro: **D'accord Promoções**, 1999, p. 01.
RETONDAR, J. J. M.. **Alguns Sentidos do Ato de Jogar.** Dissertação (Mestrado em Educação Física) Universidade Gama Filho. Ago., 1995.
RIO DE JANEIRO. Secretaria de Estado de Ação Social, Esporte e Lazer. **Regulamento Geral dos XII Jogos Abertos do Interior**. Rio de Janeiro: GERJ/SASEL/SAEL, 1999.
_____. Secretaria de Estado de Cultura e Esporte. **Regulamento Geral dos VII Jogos Estudantis das Escolas Públicas**. Rio de Janeiro : GERJ/SASEL/SAEL, 1998.
_____. Secretaria de Estado de Ação Social, Esporte e Lazer. **Regulamento Geral dos XIX Jogos Estudantis das Escolas Públicas**. Rio de Janeiro: GERJ /SASEL/SAEL, 2000.
_____. Secretaria de Estado de Ação Social, Esporte e Lazer. **Regulamento Geral dos XIII Jogos Abertos do Interior**. Rio de Janeiro: GERJ/SASEL/SAEL, 2000.
_____. Prefeitura Municipal do Rio de Janeiro. **Regulamento Geral dos I Jogos da Primavera**. Rio de Janeiro: SE/D'accord Promoções/Jornal dos Sports, 2000.
TUBINO, M.J.G., GARRIDO, F., TUBINO, F. **Dicionário Enciclopédia Tubino do Esporte.** Rio de Janeiro: SENAC, 2005. (no prelo).
_____.**Dimensões Sociais do Esporte**. São Paulo: Cortês, 2001 .
_____ **O Que é Esporte**. São Paulo: Brasiliense, 1993
UNESCO **Carta Internacional de Educação Física** . Autor, 1978.

PERCEPTIONS OF PLAYERS OF COMPETITION OF HANDBALL AMONG HIGH SCHOOL IN PERSPECTIVE OF SPORT SCHOOL

ABSTRACT

The study analyses the opinions of participants in Handball interstudents competitions from different schools, with the aim to analyse the development in this sport. The competitions held at this level are, in the majority, sponsored by private institutions. There were twenty-five male and female students of four schools of high school from different areas of Rio de Janeiro during the year 2006. There were collected statements and were analysed from semi-structural interview as recommended by Bardin's (1994) through contents analysis.The results of interstudents competitions contributed for the development of handball trainees, while compared the technical abilities, promoted team actions for the progress of a team as well as, superestimate patient and mutual comprehension. Summing up, the trainees pointed the participation at this competition as an authentic attracted sporting, with positive reflections related to self-esteem and constant effort of training related to future competitions. Uniterms: HandbalL - Competitions - School

PERCEPTIONS DES PARTICIPANTS DES COMPÉTITIONS INTER LYCÉENNES DE HANDBALL SOUS LE POINT DE VUE DU SPORT SCOLAIRE

Résumée

La présente étude analyse les perceptions des participants des compétitions inter lycéennes de Handball sous la perspective de son développement concernant le sport. Nous avons mené une recherche avec 26 participants des deux sexes, tous des élèves de quatre lycées dans des quartiers différents à Rio de Janeiro pendant l´année de 2006. Nous avons cueilli des narratives de ces élèves par le moyen des interviews semi structurées et nous en avons analysé les données à travers la technique d´analyse de contenu (BARDIN, 1994). Nous avons conclu que les compétitions contribuent au développement sportif des participants dans la mesure où elles rendent possibles les comparaisons des respectives habiletés techniques, déclanchent des actions collectives que l´on considère

bénéfiques du point de vue du progrès de l´équipe et de l´esprit sportif, ainsi que développent des valeurs comme la tolérance et la compréhension. Nous avons vérifié, finalement, que la participation au compétitions a été considérée une véritable conquête sportive qui fonctionne comme un mécanisme de rétro alimentation pour d´autre pratiques à fin de réaliser d´autre compétitions de ce niveau.

Mots-clé : Perceptions - Handball - Sport scolaire

PERCEPCIONES DE PARTICIPANTES DE COMPETICIONES INTERCOLEGIALES DE BALONMANO DE LA ENSEÑANZA MEDIA EN LA PERSPECTIVA DEL DEPORTE ESCOLAR.

El trabajo analisa las percepciones de los participantes en competiciones intercolegiales de Balonmano en la perspectiva de su desarrollo en el deporte. El repaso de la literatura muestra que estas competicones se organizan, en su mayoría, por la iniciativa privada y no siguen postulados educacionales claros para este nivel de escolaridad. Se utilizó una investigación de campo, con 26 participantes de ambos sexos, de cuatro escuelas de la enseñanza media, de distintos barrios de Rio de Janeiro, durante el año de 2006. Se colectaron declaraciones, através de encuestas semiesructuradas y se observaron los datos através de la técnica de análisis del contenido (BARDIN, 1994). Se concluyó que las competiciones actuaron para el desarrollo deportivo de los practicantes, en la medida en que posibilitan comparaciones de habilidades técnicas, desencadenan acciones colectivas que se consideran benéficas al adelanto del equipo y mantienen un espíritu deportivo, además de levantar valores como ejercicios de tolerancia y comprensión mutua. En última análisis, se verificó que la participación en competiciones se considera un auténtico logro deportivo, actuando, de este modo, como un mecanismo retroalimentador para nuevos entrenamientos vueltos hacia las futuras competiciones en este nivel.

Unitérminos: Percepciones - Balonmano - Deporte Escolar

PERCEPÇÕES DE PARTICIPANTES DE COMPETIÇÕES INTERCOLEGIAIS DE HANDEBOL DO ENSINO MÉDIO NA PERSPECTIVA DO ESPORTE ESCOLAR

RESUMO

O estudo analisa as percepções de participantes de competições intercolegiais de Handebol na perspectiva de seu desenvolvimento no esporte. A Revisão de Literatura apontou que estas competições são em maioria organizadas pela iniciativa privada e não seguem princípios educacionais claros para este nível de escolaridade. Utilizou-se pesquisa de campo com 26 participantes de ambos os sexos de quatro escolas de ensino médio de Bairros distintos do Rio de Janeiro, durante o ano de 2006. Coletou-se depoimentos, mediante entrevista semi-estruturada e analisou-se os dados através da técnica de análise de conteúdo (BARDIN, 1994). Encontrou-se que as competições atuam para o desenvolvimento esportivo dos praticantes, na medida em que possibilitam comparações de habilidades técnicas, desencadeiam ações coletivas consideradas benéficas ao progresso da equipe e mantém um espírito esportivo, além de elevar valores como exercício da tolerância e compreensão mútua. Em última análise, verificou-se que a participação nas competições foi considerada uma autêntica conquista esportiva, agindo, assim, como um mecanismo retro-alimentador para novos treinamentos voltados às futuras competições neste nivel. Unitermos: Percepções - Competição - Handebol Escolar.