34 - SPORTS INITIATION IN SOCIAL-SPORTS PROJECTS: THE CASE OF PROJECT SOCIAL FUTSAL FROM RINCÃO'S YOUTH UNION — NOVO HAMBURGO/RS

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INTRODUCTION

One finds many biases and nuances in literature about sports initiation in various sports events, both individual and collective and theirimportance in social inclusion, which is the aim of this study. Much has been written about the processes of sports initiation and many are the ways that lead to principles and possibilities of teaching and training of beginners in the complex world of sport as well as for their constitution as a citizen. In this sense, this study intended to put forward sports initiation in futsal in the Social Project "Social Futsal" from Rincão's Youth Union club – UJR, located at the city of Novo Hamburgo-RS. It was attempted to analyze and discuss this process in a social sports club, founded in 1978, by youths coming from the Holy Family Parish, in Rincão neighborhood, whose aim was futsal practice, using principles regulated by promotion and integration through sport.

Sport is an element from culture constructed historically and an important instrument for society. It is a fundamental piece, used sometimes, as an interest of political domination and as activities which have in their essence constitutive elements which interact and materialize themselves in physical practices (ARAÚJO, 2002). Sport is a cultural product that arises from the game and, only when institutionalized, formed by techniques, tactics, strategies, rules, competitions and made real by the biological, psychological, social and human aspects, it is called this way (SADI ET AL 2008) and, these exact characteristics which make sport the object of study of science in different areas: human, exact and biological ones.

Currently, according to Galatti and Paes (2008) sport manifests itself in society in various ways, in which it generates a plurality of definitions. Authors like Rufino and Darido (2011) indicate that the studies about sports initiation presented, above all, their inclination in the field of biological sciences, more specifically in physiology and sports medicine. However, they reaffirm that there is a permanent need of studying the phenomenon of teaching sport, due to its extent and plurality, in the most diverse fields, including in these studies the pedagogical field.

> If formerly the studies on sport were inclined mainly in the areas of biological sciences such as physiology and sports medicine, currently there is the need of studying this plural and extensive phenomenon in the most diverse fields, including, the pedagogical one. (RUFINO and DARIDO, 2011, p.112).

Another important discussion in this perspective is the one by Santana (2002), when describing about the problems found in traditional sport pedagogy, used in sports initiation. The referred author, based in the precepts of complexity by Morin, affirms that:

> [...] teachers, coaches, parents and directors -, create structures where to the child it is just reserved the task of reaching the maximum of sports productivity, attending, most of the times, coercively, more the interests of this system itself and less those of the child (2002, p. 177).

He defends it, alleging that the simplistic way of thinking ruling in sports initiation, which does not respect differences, which elects results in a short term as a goal, where only the "recurrent actions such as selecting children, revealing talents, winning competitions, are in need of being replaced by a pedagogy which contemplates the real complexity in which are involved the sports initiation itself and people. Without forgetting to emphasize that a child may reach performance levels which take them to professional sport, after seasons of practice, and that:

> It is not about excluding from sports initiation the knowledge areas that are in charge of clarifying, for instance, the stages of motor development, the periods indicated to develop the different competences, the better phase to learn motor abilities, the maturational and physiological implications. And neither of excluding the appearance of talented children, nor failing to take into consideration the fact that youth teams have children who will possibly get to professional sport (SANTANA, 2002, p.177)

He points out that this pedagogy summarizes its intervention only in the field of rationality, privileging investment: in the development of physical abilities and their control and of the anthropometric variants; in the improvement, usually precocious, of technical and tactical abilities; in the election of a model for an ideal athlete to be followed or, as the author states, to be pursued; in the selection of children who answer demands of a model for an ideal athlete and that are part of the smaller teams in competitions; the participation in championships where the structures of competition of professional sport are reproduced; and the election of competition as the main reference to assess the children.

If in the sport being taught it is aimed [...]to cover theoretical and practical knowledge, giving opportunity for the student to learn and live its foundations, understand its rules, as well as know its history and evolution (PAES, 2001, p. 40) and its meaning in the social and historical context then this seems to be the way to a possible legacy of sport to the construction of the individual, in which will be participating the teachers and the methodology chosen in the social sports projects will be the starting line. In this sense, the confirmation of Vianna and Lovisolo (2009) about the acknowledgement of sport as a channel of positive socialization or social inclusion, revealed by the increasing number of sports projects destined to low income youths, whose financial origin comes from governmental and/or private institutions. It is reasonable then, to discuss the implementation of this process in sports initiation, considering the dimensions proposed by Paes (2002), who points out that the phenomenon should be treated starting from two references: one connected to technical-tactical issues and other to social-educational ones.

Galatti (2006, p. 24) lists the characteristics of these two references, considering that the technical-tactical reference concerns the teaching and learning methods, planning throughout the period (month, bimester, semester, year…), organization

of each lesson/training, adaptation of the proposal to the working group, technical aspects, tactical aspects, physical aspects. The social-educational reference presupposes the promotion of the discussion of principles, values and types of behavior, the proposal of exchanging roles (to put yourself insomeone else's position), to promote participation, inclusion, diversification, co-education and autonomy, to construct a favorable environment to the development of intrapersonal and interpersonal (collective) relationships, to establish relations between what happens in the sports lesson with life in community.

METHODOLOGY

This article discusses the Project Social Futsal from Rincão's Youth Union club – UJR, from the city of Novo Hamburgo – RS. Specifically, it attempts to describe and discuss the methodology adopted in the sports practice of children and teenagers in the social project and the structure defined for its functioning. In order to draw an outline of this work and the acquisition of the information that allowed to discuss and disclose the work done in sports initiation in the Project Social Futsal from UJR (Rincão's Youth Union), from Novo Hamburgo – RS,the non-participant observation of lessons of the five centers of the project and a semi-structured interview with the club's technical coordinator were used as tools. Starting from the collected data, the content analysis technique was used (BARDIN, 2008) as a support to the analysis of the information collected during the period of study.

Describing the project and its social and pedagogical practice

It must be emphasized that the UJR club, founded in 1978, initially turned futsal into a participation and interaction practice. It has become famous in the participation of regional events, its history being divided in five stages, as the technical coordinator states in his story: the initial stage, which extends from 1978 to 1982, when it has won the liking of the public in general, and of the opponents because of the discipline and courteousness in competitions; the stage marked by municipal and regional achievements, from 1983 to 1992; and the stage in which it has gained prominence in a state level, when participating of the bronze, silver and gold series of the state championship, from 1993 to 1999; a fourth stage (2001 to 2003) when the competitive practice was characterized by women's teams; and the current stage, of planning and valuing the junior categories, which today are structured in 10 initiation centers, and five teams: sub-11, sub-13, sub-15, sub-17 and sub-20. In addition, the club is proud of its partnership with the local University, started in 2004, for the junior categories and the beginning of its "greatest project", Social Futsal, in which 500 children divided into five centers in the peripheral neighborhoods in the city of Novo Hamburgo are considered.

This outline can also be seen, in the figure below, in which is the representation of the various areas and teams of the club.



Figure 1 – Structure of UJR's Futsal
Source: Rincão's Youth Union – Novo Hamburgo/RS (2013)

The Project Social Futsal works with a partnership between the club, the local University and the Municipality of Novo Hamburgo with the participation of twenty-eight public schools from the city (municipal and state schools). From 2012 on, it could count on the financing of the Sports Incentive Law, which boosted a growth in the project, with the hiring of Physical Education professionals, Psychologist, Sociologist and Sports Pedagogue, as well as the administrative staff.

The children attending Social Futsal are indicated by schools because they present problems in relationship, behavior, development or learning difficulty. In the five centers of Social Futsal the methodological process regarding sports practice is based on the game and the perspective of initiating children in Futsal adapting the sport to them and not the child to the sport, preparing didactic links and electing pedagogical strategies and processes having as discernment childhood needs, like playfulness, spontaneity and the ability to adapt to new subjects (GALATTI ET AL, 2008). Thus, for the concern in keeping an environment which offers the learning of the game for all, in the different levels and stages in which the children directed to the project are, this process seems to approach the principles of Paes and Balbino (2005) of the possible game, which permits to recover children's culture in the pedagogical process of sports education, offering the acquisition of basic and specific abilities in a pleasurable and efficient way. Also, in these centers, besides the procedures regarding learning, there is the concern with using sport as an instrument to stimulate living together in a cooperative way, develop self-esteem, generate knowledge and personal development, give opportunity to social inclusion and promote citizenship with a concern with children's behavioral issues.

There is an intense concern with giving opportunity to healthy sports practice in an environment with constructive relationships, where the priority is the satisfaction of all the participants in search for personal growth and self-esteem improvement, collaborating as much as possible to their permanence in school and so that they become adults who live well in society and fight for their goals and all the procedures are treated from a triplex structure: the project, the school, the family. Considering the characteristic and plurality of the project of social-educational nature, it is necessary a discussion between the

relations established from the pedagogical procedures used, whose objective is potentiate the educational possibilities of sport both for sports learning and social learning. In this case, it is necessary to discuss the project in the perspective of Paes (2002) andGalatti et al (2008), indicating that this procedure should be treated starting from two references, the technical-tactical and the social-educational one.

In the pedagogical project of Social Futsal a clear teaching and learning method, based on the game is seen, because through the game, among its multiple functions, its pedagogical resources offer opportunities for the student to know, learn and use the game according to their interests (PAES, 2002), the long-term planning, which has monthly staff meetings (General and Centers Supervisors, teachers and the Sports Pedagogue), the organization of each class and the adaptation of the proposal to the working group (in this case weekly meetings are held with teachers and supervisors). Going beyond this reference, the project has as a sustaining point the social-educational reference (GALATTI ET AL. 2008), in which they propose the constant discussion of principles, values and types of behavior, exchange roles, promote participation, inclusion, diversification, co-education and autonomy of the participants. This proposal seems to be in accordance with the presuppositions Galatti et al. (2008), when constructing, starting from a favorable environment, the development of intrapersonal and interpersonal relationships and establishing relations between what happens in the sports lesson and life in community.

In that sense, it seems that the pedagogical proposal of sports initiation of Project Social Futsal follows the outline proposed by Galatti et al (2008, p. 413):

> [...] that a game may be a pedagogical facilitator in the teaching, experience and learning process of sport, bringing to their participants countless possibilities of living individual and collective social-affective experiences which may be taken as lessons for life.

In Project Social Futsal a monthly meeting among the centers is held, in which alternately, one center visits the other, aiming for the integration among students from various neighborhoods and the opportunity for the practice of developing intrapersonal and interpersonal relations and trainings with teams of the students who stand out in sports, aiming at the competitive contest in the traditional models (SANTANA, 2002).

FINAL CONSIDERATIONS

It is not intended to reach definitive conclusions here, but to establish some positions regarding the sports initiation of a social project in a social sports club with a Christian background. Considering the description of Project Social Futsal from Rincão's Youth Union club – UJR some factors regarding sports initiation were evident. The project attempts to use a social-educational methodology when using in its project a sports initiation that privileges the children's global learning and the relationship between what happens in class with the life in community.

In addition, it presents a methodology that privileges both the technical-tactical and the social-educational references. With this position, it tries to construct, starting from a favorable environment, the development of intrapersonal and interpersonal relations. Paradoxically, but aiming to reach one of the goals of the project which is to detect talents, it presents the competition as in the traditional models, whose pedagogical practice summarizes in interventions in the field of rationality, proposing structured championships to the children.

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Sports Initiation in Social-Sports projects: the case of Project Social Futsal from Rincão's Youth Union -– Novo Hamburgo/RS

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SPORTS INITIATION IN SOCIAL-SPORTS PROJECTS: THE CASE OF PROJECT SOCIAL FUTSAL FROM RINCÃO'S YOUTH UNION — NOVO HAMBURGO/RS

ABSTRACT

This study has put forward the analysis and discussion of sports initiation in Project Social Futsal from Rincão's Youth Union – UJR, located at the city of Novo Hamburgo – RS, a social sports club, whose aim is futsal practice, using principles regulated by promotion and integration through sport. The methodological paths used were descriptive research and as tools for collecting information, the non- participant observation in lessons of five centers of project Social Futsal and a semi-structured interview with the club's technical coordinator. It was used the technique of content analysis as a support for the information collected during the period of study. As main conclusions, it was verified that the club tries to use a social-educational methodology when using in its project a sports initiation, which privileges the children's global learning and the relationship between what happens in class with the life in community with a methodology privileging both the technical-tactical, and the social-educational references. Paradoxically, it presents the competitions as in the traditional models.

KEY WORDS: Futsal. Social sports club.Teaching methodology.

SPORT INITIATION DANS DES PROJETS SOCIAUX-SPORT: LE CAS DU PROJET SOCIAL DE FUTSAL DE L'UNION DES JEUNES DE RINCÃO - NOVO HAMBURGO / RS

RÉSUMÉ

Cette étude a mis en avant l'analyse et la discussion de l'initiation sportive dans le projet social de futsal de jeunes de l'Union de Rincão - UJR, situé dans la ville de Novo Hamburgo - RS, un club de sport social, dont le but est la pratique du futsal, en utilisant les principes régis par la promotion et l'intégration par le sport. Les chemins méthodologiques utilisés étaient la recherché descriptive et comme outils de collecte d'informations, l'observation non - participante dans les leçons de cinq centres de projet social Futsal et une entrevue semi-structurée avec le coordinateur technique du club. Il a été utilisé la technique de l'analyse de contenu comme un support pour l'information recueillie au cours de la période d'étude. Comme les principales conclusions, il a été vérifié que le club essaie d'utiliser une méthodologie socio-éducatif lors de l'utilisation dans son projet une initiation sportive, qui privilégie l'apprentissage global des enfants et la relation entre ce qui se passe en classe avec la vie en communauté avec une méthodologie privilégiant à la fois la technique et tactique, et les références socio-éducatives. Paradoxalement, il présente les compétitions comme dans les modèles traditionnels.

MOTS CLÉS: futsal. Social club de sport. Méthodologie d'enseignement.

INICIACIÓN DEPORTIVAEN PROYECTOSSOCIO-DEPORTIVOS: EL CASO DEL PROYECTODE FÚTBOL SALASOCIALDE LAUNIÓN DE LA JUVENTUDDERINCÃO-NOVO HAMBURGO/ RS

RESUMEN

En este estudio se ha present ado el análisis y discusión de la iniciación deportiva en el Proyecto Futsal Social de la Unión de Rincão Juventud - UJR, ubicado en la ciudad de Novo Hamburgo - RS, un club deportivo sociales, cuyo objetivo es la práctica de fútbol sala, utilizando los principios regulados en la promoción y la integración a través del deporte. Los caminos metodológicos utilizados fueron la investigación descriptiva y como instrumentos de recogida de información, la observación no participante en las clases de cinco centros del proyecto Futsal Social y una entrevista semi-estructurada con el coordinador técnico del club. Se utilizó la técnica de análisis de contenido como soporte de la información recogida durante el período de estudio. Como principales conclusiones, se verificó que el club en su proyecto intenta utilizar de una metodología socio-educativo al utilizar una iniciación deportiva que privilegia el aprendizaje global de los niños y la relación entre lo que ocurre en la clase con la vida en comunidad con una metodología privilegia tanto el referencial técnico-táctico y las referencias socio-educativas. Paradójicamente, que presenta las competiciones como en los modelos tradicionales.

PALABRAS CLAVE: Fútbol Sala. Social club deportivo. Metodología de la enseñanza.

A INICIAÇÃO ESPORTIVA EM PROJETOS SOCIAIS-ESPORTIVOS: O CASO DO PROJETO FUTSAL SOCIAL DA UNIÃO JOVEM DO RINCÃO – NOVO HAMBURGO/RS

RESUMO

Este estudo aventou a análise e discussão da iniciação esportiva no Projeto Futsal Social do clube União Jovem do Rincão - UJR, localizado na cidade de Novo Hamburgo – RS. um clube sócio esportivo, cuja finalidade é a prática do futsal, utilizando princípios pautados na promoção e na integração através do esporte. Os caminhos metodológicos utilizados foram os da pesquisa descritiva e foram utilizadas como ferramenta de coleta de informações a observação não participante nas aulas dos cinco núcleos do projeto Futsal Social e uma entrevista semiestruturada com o coordenador técnico do clube. Utilizou-se a técnica da análise de conteúdo como amparo para a análise das informações coletadas durante o período de estudo. Como principais conclusões, verificou-se que o clube em seu projeto social procura utilizar uma metodologia socioeducativa ao utilizar em seu projeto, uma iniciação esportiva que privilegia o aprendizado global das crianças e a relação entre o que acontece na aula com vida em comunidade com uma metodologia que privilegia tanto o referencial técnico-tático, como o socioeducativo. Paradoxalmente, apresenta a competição como nos modelos tradicionais.

PALAVRAS-CHAVES: Futsal. Clube sócio esportivo. Metodologia de ensino.