125 - SPORT IN SCHOOLS: AN ANALYSIS OF MEANS MORE SPORTS PERFORMED BETWEEN STUDENTS OF ELEMENTARY EDUCATION II EDUCATIONAL CENTER OF APPLIED RESEARCH-CEPA

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INTRODUCTION

The Sport has revealed itself as an important social component which tends, in contemporary society, to remain in this growing contribution. The theme Educational Sports and their presence in school is not a new theme . According to Barroso and Darido (2006) the sport is treated by several authors as a socio-cultural phenomenon, being much in evidence in our society. Through television, newspapers written, radio, clubs, gyms, public parks, etc. , we are constantly faced with it , and may consider it as a World Heritage Site.

When thinking in education programs or in proper physical education classes soon comes to mind sports content . This predominance of the content in Sport Physical Education is associated with the vision of the spaces for the development of knowledge in school, because, for the most part, the Physical Education classes restrict the multi-sport courts. Part of society does not recognize that the work of these teachers of Physical Education goes beyond the activities of the court, and has a wide range of objectives, such as developing a sense of group cooperation, teamwork, encourage the development of motor coordination, etc. . It is believed that this lack of knowledge on the part of society, facilitate the knowledge of the sports universe, linking directly to the physical education sports practice.

In a brief analysis in historical context, it is possible to realize a transition of practices related to physical education classes. During the late nineteenth and early twentieth century realizes that change. Historically, physical education classes in Brazil had a military character, as the influence of experienced European education, European gymnastics schools that upon arrival, the models brought their classes, school, education and curricula geared to the side hygienist, health-conscious. Mid-twentieth century, the sport gains momentum. A very interesting question is pointed to by Pagni (1997), on the insertion of Sport in Brazilian schools and gymnastics (exercise), the author comes to the sport seemed to require so many sacrifices for the body as physical exercise. His practice linked to a more spontaneous and a vision of "contact with nature" developed by some people, practiced Sundays and holidays , agglutinated not only practitioners, but also spectators.

The Educational Center for Applied Research - CEPA, is the largest educational complex state, with approximately 20,000 students and counting with twelve (12 schools) of elementary and high schools . It was conceived and created in the Government of Arnon Melo - 1951/1956 by the then Secretary of Education Teacher Ib Gatto Hawk (Cavalcante, 2007). In the historical context CEPA was renamed twice. The first in 1970 by Decree nº 2859, which was renamed the Center for Educational Antonio Gomes de Barros - CEAGB. However this complex has always been known by the population by its original name. In 2001, had its name changed again, for official initiative, changing its name to the Center for Applied Research in Educational Antonio Gomes de Barros.

Thus, as said above, this research was to examine how the scope is teaching in physical education classes, identifying which sports are more present in school. To achieve our objectives, we conducted a field survey in which data were collected through questionnaires, aimed at teachers of Physical Education Elementary II Seven State Schools Educational Complex CEPA located in Maceio, State of Alagoas.

METHODOLOGY

This study characterized as exploratory and field, which according to Mattar (2003), exploratory research "the researcher aims to provide greater knowledge about the topic or research problem in perspective. "We as a foundation, an investigation made earlier by Reis and Pereira (2009) in the city of Londrina - PR, which sparked the motivation to investigate this reality in the city of Maceió- AL. For this we use as a basis the methodological procedure similar to the study of Reis and Pereira (2009), adapting our instrument of data collection, the questionnaire, similar to that used in the city of Paraná, with open questions and mostly closed.

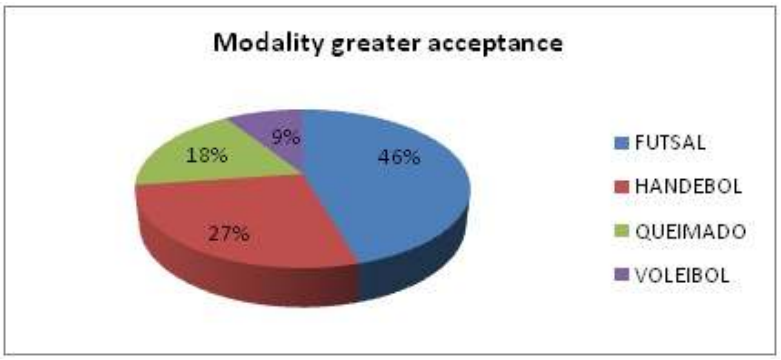
Were applied to a sample of 10 physical education teachers in public schools Elementary School Educational Complex II of CEPA in the city of Maceió. Data were analyzed by the method of content analysis. The questions used in the questionnaire was: (1) The teacher teaches sport in their classes? (2) what the teacher teaches sports (3) What is the sport of greater acceptance? (4) What is the criterion used in selecting the mode? (5) The structure of the school influences the choice of sport? (6) What is the importance of sports be taught in physical education classes?

ANALYSIS AND DISCUSSION OF DATA

When questioned about whether the teacher teaches sport in their classes, all 10 teachers answered yes, in the physical education teachers in public schools investigated in the habit of using sport as a pedagogical tool for teaching in their classes.

With regard to the question about which sports teachers teach, they all responded that they taught the traditional sports court: basketball, futsal, burned, handball and volleyball. But revealed by one of these teachers, who was a school badminton, where it comes with a good acceptance in their school, despite not having good structures for a sport that requires more specific matters.

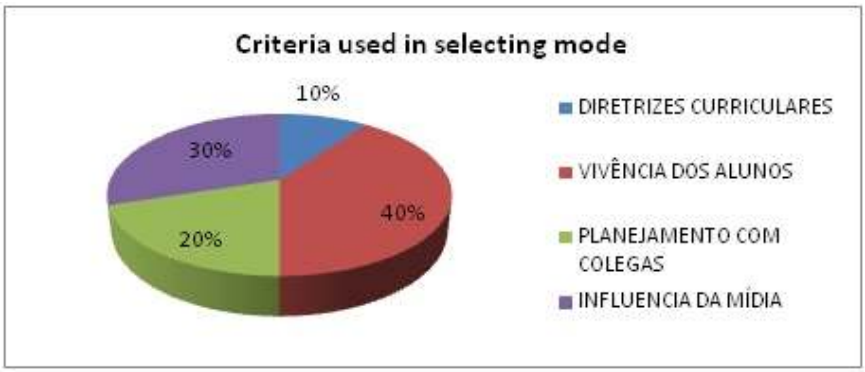
On the question of the sport of greater acceptance, we realize that Futsal is still the most practiced in the schools of CEPA, followed by, Handball, Volleyball and burned, as we see in the chart below:



GRAPHIC 01

A novelty in relation to the research conducted in Londrina, is the presence of Burned. A sports game widely used as child's play, well accepted in both suits (male and female). Using a volleyball or rubber, of medium size, a rectangular court, where often the very court Volleyball is used as reference.

After, ask what the criteria used in selecting the mode, where there has been some diversification in their responses.

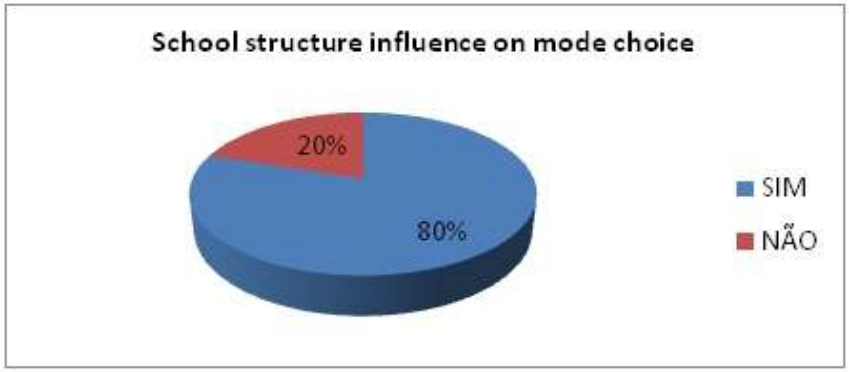


GRAPHIC 02

It was noticed that both the media and especially the preference of the students represented 70% of the criteria chosen modalities. Which leads us to reflect on how's guidelines in school physical education classes, does not match the current reality of how schools?

What we observe when monitoring this questioning of the research is that students ask before the start of classes to practice the sports of their liking, which causes discomfort to the teacher diversify sports practices, as the acclaim by certain sports such as Futsal and burned well be asked by the teacher.

When teachers were asked if the school structure influences the choice of sport, we obtained the following result:

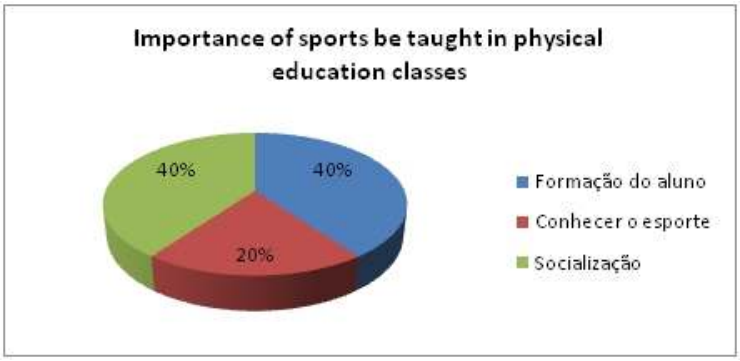


GRAPHIC 03

The alarming number of 80% indicates that the structure of the school has a direct influence on the choice of sport practiced. This issue of space in some schools is really a delicate matter. This is reinforced by the fact that only two (2) ten (10) investigated schools have gym/sport court for practice. This means that, in most schools, classes are practiced in the courtyard, where hinders the practice of sports, why this leads us to believe that the few reports of practical modalities of classical and Basketball, Swimming and Athletics. The restriction is imposed the teacher himself is often the biggest obstacle to the practice. We emphasize that this fact of the lack of structure and material was already commented by Betti (1999) as one of the factors that lead teachers to opt for teaching a classic mode specifies.

Finally, teachers were asked about how important sport is taught in physical education classes, in which questioning, research by Reis and Pereira (2009), there was a balance of 50 % between the Student Training and Socialization. In our study,

we found the same balance, and that the present disclosure of the sport has also been reported by some teachers, as the results can be seen below:



FINAL THOUGHTS

The sport is treated as a socio-cultural phenomenon, being much in evidence in our society, and through this study it is clear that schools CEPA find a panorama much like researched by Reis and Pereira (2009) in Londrina -PR, where the vast majority of PE teachers of educational institutions of the educational complex of Maceió use sport as a pedagogical tool in teaching.

Could be observed among the most widely practiced sports, futsal, as well as other research, is hegemonic practices within the sports at school, however had other alternatives, less sports practiced in their classes. Was significant in the outcome of the study the fact of the lack of structure and material, the influence of the media as the preference of students especially in terms of the criteria chosen.

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SPORT IN SCHOOLS: AN ANALYSIS OF MEANS MORE SPORTS PERFORMED BETWEEN STUDENTS OF ELEMENTARY EDUCATION II EDUCATIONAL CENTER OF APPLIED RESEARCH - CEPA

ABSTRACT

The presence of sports activities in physical education classes is a reality that grows annually. After the choice of Brazil as a country cedes World Cup and Olympics this reality grew even more. Motivated by previous research on sport as a hegemonic practice in physical education classes, woke up the curiosity to find out how this actually happens in public schools in Maceió. This study deals with an investigation of the practice of sport within physical education classes, which sports and what greater acceptance criterion used in choosing this sport for physical education teachers in the school? It was also the object of research, the importance of sport in physical education classes and if it happens a hegemony of any sport in public schools . The research aimed to analyze how is teaching in physical education classes, identify which modalities are most present in the school. To achieve our objectives, we conducted a field survey in which data were collected through questionnaires, aimed at teachers of Physical Education of School of Seven State Schools Educational Complex CEPA located in Maceio, State of Alagoas. The results were obtained as with the content analysis technique. It was found that the majority of teachers consider the sport as an activity area for socialization and education of students, and under educated still have a sport, futsal, being taught so hegemonic.

KEYWORDS: Physical Education, Sport, School.

SPORT DANS LES ÉCOLES: UNE ANALYSE DES MOYENS PLUS DE SPORTS RÉALISÉE ENTRE ÉTUDIANTS DE L'ENSEIGNEMENT PRIMAIRE II EDUCATION CENTRE DE RECHERCHE APPLIQUEE - LCPE

RÉSUMÉ

La présence d'activités sportives dans les classes d'éducation physique est une réalité qui grandit chaque année. Après le choix du Brésil comme un pays cède Coupe du Monde et les Jeux Olympiques cette réalité a augmenté encore plus. Motivé par des recherches antérieures sur le sport comme une pratique hégémonique dans les classes d'éducation physique, a réveillé la curiosité de savoir comment cela se passe réellement dans les écoles publiques de Maceió. Cette étude traite d'une enquête sur la pratique du sport dans les classes d'éducation physique, qui arbore et ce critère d'acceptation plus utilisé dans le choix de ce sport pour les enseignants d'éducation physique à l'école? Il a également été l'objet de recherches, l'importance du sport dans les classes d'éducation physique et si cela arrive une hégémonie de n'importe quel sport dans les écoles publiques. La recherche visait à analyser la façon dont est enseigné dans les classes d'éducation physique, identifier les modalités sont plus présents dans l'école. Pour atteindre nos objectifs, nous avons mené une enquête de terrain dans lequel les données ont été recueillies au moyen de questionnaires, destiné aux professeurs d'éducation physique de l'école des Sept écoles publiques pour l'éducation de la LCPE Complexe situé à Maceio, État d'Alagoas. Les résultats ont été obtenus comme avec la technique d'analyse de contenu. Il a été constaté que la majorité des enseignants considèrent le sport comme un domaine d'activité pour la socialisation et l'éducation des élèves, et sous éduqués ont toujours un sport, futsal, est enseigné de manière hégémonique.

MOTS-CLÉS: éducation physique, le sport, l'école.

DEPORTE EN LA ESCUELA: UN ANÁLISIS DE MEDIOS MÁS DEPORTES REALIZADAS ENTRE ALUMNOS DE EDUCACIÓN PRIMARIA II EDUCATIVO DEL CENTRO DE INVESTIGACIÓN APLICADA – CEPA

RESUMEN

La presencia de actividades deportivas en las clases de educación física es una realidad que crece cada año. Después de la elección de Brasil como país cede la Copa del Mundo y los Juegos Olímpicos esta realidad creció aún más. Motivado por la investigación previa sobre el deporte como una práctica hegemónica en las clases de educación física, se despertó la curiosidad de saber cómo realmente sucede en las escuelas públicas de Maceió. Este estudio trata de una investigación de la práctica del deporte en las clases de educación física, que se divierte y qué mayor criterio de aceptación utilizado en la elección de este deporte para los profesores de educación física en la escuela? También fue objeto de la investigación, la importancia del deporte en las clases de educación física, y si ocurre una hegemonía de cualquier deporte en las escuelas públicas. La investigación tuvo como objetivo analizar la forma en que se enseña en las clases de educación física , identificar qué modalidades son las más presentes en la escuela. Para lograr nuestros objetivos , se realizó un estudio de campo en el que se recogieron los datos a través de cuestionarios, dirigido a profesores de Educación Física de la Facultad de Siete Escuelas Estatales para la Educación CEPA Complejo ubicado en Maceió, Estado de Alagoas. Los resultados se obtuvieron como con la técnica de análisis de contenido . Se encontró que la mayoría de los profesores consideran el deporte como un área de actividad de socialización y educación de los estudiantes, y en educación todavía tenemos un deporte, fútbol sala, que se enseña por lo hegemónico.

PALABRAS CLAVE: Educación Física, Deporte, Escuela.

O ESPORTE NA ESCOLA: UMA ANALISE DAS MODALIDADES ESPORTIVA MAIS PRATICADAS ENTRE OS ALUNOS DO ENSINO FUNDAMENTAL II DO CENTRO EDUCACIONAL DE PESQUISAS APLICADA - CEPA

RESUMO

A presença das atividades esportivas nas aulas de Educação Física é uma realidade que cresce anualmente. Após a escolha do Brasil como país cede de Copa do Mundo e Olímpiadas essa realidade cresceu ainda mais. Motivado por pesquisas anteriores sobre o esporte como prática hegemônica nas aulas de educação física, despertou-se a curiosidade de averiguar como esse fato acontece nas escolas publicas de Maceió. Este estudo trata-se de uma investigação da pratica esportiva no âmbito das aulas de educação física; qual o esporte de maior aceitação e qual o critério utilizado na escolha deste esporte pelos profissionais de educação física no âmbito escolar? Também foi objeto de investigação, a importância do esporte nas aulas de educação física e se acontece uma hegemonia de algum esporte nas escolas publicas. A pesquisa teve como objetivo analisar como está o ensino nas aulas de Educação Física, identificar quais modalidades estão mais presentes na escola. Para atingir nossos objetivos, foi realizada uma pesquisa de campo, em que dados foram coletados por meio de questionários, destinados aos professores de Educação Física do Ensino Médio de Sete Escolas Estaduais do Complexo Educacional do CEPA situado na cidade de Maceió, Estado de Alagoas. Os resultados foram obtidos tendo como técnica a análise de conteúdo. Constatou-se que a maioria dos professores considera o esporte como uma área de atividades para socialização e formação do aluno, e no âmbito escolarizado ainda temos um esporte, o futsal, sendo ministrado de forma hegemônica.

PALAVRAS-CHAVE: Educação Física, Esporte, Escola.