128 - POSSIBILITIES OF GENERAL GYMNASTICS IN ELEMENTARY EDUCATION IN SCHOOL HALL FREI FLORENTINE / MG

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INTRODUCTION

We understand the school as a social institution , whose function is to contribute to the effectiveness of the education process , which according Saviani (2008) is the transmission of knowledge produced and accumulated by men throughout history.

Physical education is part of the pedagogical school , is part of the Basic Education curriculum , must be present at political pedagogical project of the school , according to the Law of Guidelines and Basis of Brazilian Education - LDB and must provide all students , from the first years of teaching , knowledge produced historically and socially accumulated by mankind about the body culture . To meet its objective physical education was systematized in school fights , dances , sports , gymnastics games and activities spread over the years of school teaching .

The National Curriculum Parameter - PCN , volume 7 (1997) specifically addresses the Physical Education for the first years of elementary school and systematizes contents into three blocks : Sports , Wrestling and Gymnastics , Rhythmic Activities and Expressive and knowledge about the body , which articulate among themselves , because they have different contents in common , however keep specifics .

Hostal (1982) cited in Jay , Gois and Batista (2010) considers Gymnastics the base as motor activity , because the student is led to discover and meet various segments and joints of your body with movements and displacements in space , directions , distances and intervals differentiated . Gaius Gois and Batista (2010) report that " the body in the gym , generally found in unusual locations and situations , and the time to master the elements socioafetivos : emotion, attention and concentration ."

The gymnastics in physical education second Garanhani (2010) presents itself as a formative contents of that through your practice can provide experiences of activities in many different ways , such as movements of locomotion , manipulation and balance , allowing the use of the most varied positions , with or without displacement directions using auxiliary materials or not . Interacting with the rhythmic and expressive activities and knowledge about the body.

The formation of the concept of physical education and gymnastics at school is built through the same experience in the school environment , as the context in which this practice is inserted and the goals it sets itself . Previous knowledge of the students are mostly those of other bodily practices experienced outside of school , those obtained by the media, family and transmitted by physical education teachers , among others .

Within this exercise practiced in schools can enter the General Gymnastics - GG as a way to stimulate new bodily practices , which as stated Ayoub (1998 , p . 94) can be :

> " (...) Viewed as a body practice that promotes a synthesis of elements from the primordial nucleus of Gymnastics , Gymnastics scientific and various gymnastic contemporary manifestations . Under this view , the GG is , nowadays , a synthesis between what was and what is the Gym , a synthesis transformation within the context of the historical and cultural dynamics . "

According Nunomura and Tsukamoto (2009) , the GG in Brazil began in the 1980s for shares of CBG , who officiated at the Technical Committee on GG , the body that boosted the dissemination and practice of sport in the country , mainly in the regions of São Paulo , Rio de Janeiro and Minas Gerais, where some teachers joined the new mode .

There are several definitions for GG , among them we can mention :

> The GG is a very broad field of gymnastics, making use of various types of events , such as dances , folkloric expressions and gaming , featuring up through free activities and creative , always grounded in gymnastic activities . Aims to promote healthy leisure , providing good physical , mental and social practitioners , favoring collective performance , respecting the individuality in the pursuit of individual self- overcoming without any limitation on their practice , as is the possibility of running , sex or age , or on the use of materials , music and dance , there 's concern in this context to present aspects of national culture , always non competitive . (SANTOS , SANTOS , 2001 , pg . 23 , cited NUNOMURA and TSUKAMOTO , 2009 pg . 26th and 27th) .

The GG applied in school has the sense of teaching :

> Living space of human values that allow the appropriation of elements of body culture considered relevant by the social group , with the aim of increasing the resources engines that allow the best way to interact with people that are part of the community to which the participant belongs . (PALIELLO , 2008 , pg . 116)

GG condone settings with the objectives of the PCN (MEC 1997), mentions that when physical education in the first cycle should work with the content of games, sports, gymnastics, rhythmic and expressive activities, respecting and valuing the diverse cultural manifestations.

The goal of our research was to assess students' knowledge of basic education in the early grades on what is Physical education, Gymnastics and GG for possible intervention practice with General Gymnastics classes overall project GGES.

MATERIALS AND METHODS

This research is a descriptive exploratory , according to Thomas and Nelson (2002) , makes use of a questionnaire to gather information about a particular fact. As a tool , we used a questionnaire with six open questions, in order not to direct the

replies . The sample consisted of two groups , the first group G1 consists of twenty -one students (nine boys and twelve girls) randomly selected from the Municipal School Frei Florentino in the city of Muzambinho - MG , aged seven and eight , and are enrolled in the 2nd year of primary school in the morning and the second group G2 consist of twenty- six students (fourteen boys and twelve girls) randomly selected from the Municipal School Francisca Bianque in the city of Muzambinho - MG , aged eight and nine and are enrolled in the third year of elementary school in the morning .

So that data could be collected was signed the Consent and Free Enlightenment by the directors of the schools and the parents or guardians of students in the IC included the type of work that would be done , the duration and purpose .

RESULT

In the first question , " What is Physical Education ? " Could cite more than one option , getting the results :

Index 1 –What is a Physical Education?

	G1	G2
Body movement	99,99	0
Exercise	29,00	8,69
Playing	27,00	73,00
Training	0	8,69

We noticed that the G1 has a design related to body movement, while the G2 associates with the act of playing, having more experiences in physical education classes that are entertaining for this step, use the games to achieve their goals. As stated Cosme (2011, p. 64) apud Leite (2012) "learning is a process that starts from the contact of meanings that each building [...]" and establishes between their reality and existing social rules and pre-established from the experiences, sharing activities and personal experiences.

In question two, "What activity would you most like to do in gym class?", Where could cite more than one option.

Index 2 – What activity would you most like to do in gym class?

	G1	G2
Play	100,00	0
Sport	38,00	8,69
Futsal	11,11	0
Dance ball	0	60,86
Dodgeball	0	52,17
Volleyball	0	4,34
Several things	0	17,39

It was noted that this issue when we asked for examples of activities playfulness this very present in students from G1, followed by the idea of sport, as in G2 sport is more present followed by fun and games content, indicating an identity construction physical education facing the sport. It should also be noted that this construction is made from the didactic and pedagogical practices experienced by students because as suggested by Smith (2001, p. 110) cited Marcassa (2004, p172) "The bodies are educated throughout reality that surrounds them, for all things that live, the relationships established in spaces defined and delimited by acts of knowledge. "

In question three, "What is Gymnastics?"

Index 3 - What is Gymnastics?

	G1	G2
dance	33,33	0
stretching	24,00	34,78
play	0	13,04
Do not know	33,33	60,86

Comparing the answers to questions one and three, we realize that students have different concepts of what is and what is physical education gym. In a study by Posidonio (2012) with high school students met the convergence when the results showed that students identify gymnastics with stretching.

For the fourth question, "What is General Gymnastics?"

Index 4 - "What is General Gymnastics?

	G1	G2
Stretching	0	30,34
Play	0	26,08
Do it all	0	13,04
Do not know	90,00	34,78

As this is a new mode and possibly has not worked by the teacher students have not built this concept, getting the clear importance of living for the construction of concepts. G2 g GG identified with the traditional gym already known to them. Comparing the results with Trizzi (2012), where he found many answers, as a way to make money, fashion leisure and means to acquire power. This divergence can be by various factors such as age, because students interviewed Trizzi 10 years, regional culture, previous experiences, among others

Question five, "What kind of music do you like?" Had the intention to know what is the musical preference of students to assist in the choice of music choreography.

Index 5 - What kind of music do you like?

Preference music style	G1(%)	G2
Funk	66,66	56.52
Gospel	0	8,69
Reage	0	13,04
Hip hop	0	13,04
Sertanejo	16,00%	13,04
Rock	0	8,69

Funk took first place for the two groups, being a musical style of the moment, released on television and on radio as music for young people. The backcountry second by own local culture, interior, parties pawn, etc. The other styles are associated with family culture as gospel related to religious practices and reacts rock culture and family, as both are not part of the local culture.

In question six, "What kind of dance do you like?"

Index 6 - What kind of dance do you like?

Preference dance style	Grupo G1(%)	Grupo G2
Funk	66,66	56.52
Robô – hip hop	7,45%	43,47
Forró	21,00	0
Rock	0	8,65%
Todas	0	4,34%
Do not Know	13,33%	8,65%

There was a consistency with the preferred musical style and dance style in the first place, both the G1 and for G2, and Hip Hop for the second group G2 with a mixture of styles of street dance, but in draws attention to the vagueness or lack of knowledge of some students of the two groups.

CONCLUSION

The school as an institution that is responsible for the transmission of the most developed, produced and historically rich knowledge produced by man , must be constantly seeking to convey this knowledge scientific, artistic and philosophical in its most developed . Our motivation for this work is that the classes of physical education knowledge can be socialized to all . However, in actuality , authors like Barbosa - Rinaldi (2003) , Ayoub (2003) apud Ricci (2008) argue that , for various reasons , the gymnastics has not been worked on in school . Our opinion is that the GG summarizes the objectives of physical education , expanding the pedagogical practice teaching with new ways to introduce and articulate their contents . Providing opportunities for students with a new form of expression and body language learned in a systematic and pedagogical process .

For answers we realize that the concepts of what is Physical Education , Gymnastics and General Gymnastics are being built , that this process is dynamic , every step teaching it changes widens . We can infer that the school fulfills its social role to convey knowledge , but that it can and should propose new body experiences that achieve the objectives of physical education described in PCNS , which for us would be to insert the modality of General Gymnastics as content for all stages of education.

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POSSIBILITIES OF GYM IN ELEMENTARY EDUCATION IN GENERAL MUNICIPAL SCHOOL MUZAMBINHO-MG

ABSTRACT

This study is part of the Extension Project General Gymnastics in Schools - GGES , the Center of Applied Sciences and Health Education - CeCAES and constitutes a qualitative research in order to verify the knowledge of students in the early years of elementary school on what is Physical Education - EF , Gymnastics and General Gymnastics - GG , in two local schools of Muzambinho - MG , Frei Florentino City School and City School Francisca Bianque . As instruments of data collection were used a questionnaire containing six open questions to check the students' knowledge of the EF . Gymnastics and GG . The sample consisted of 47 students (23 boys and 24 girls) randomly selected , aged 7 and 9 years old , attending the 2nd and 3rd year of elementary school . The results indicate that students are building these concepts dynamically through their bodily experiences.

KEY WORDS: Gymnastics, General Gymnastics, Physical Education

POSSIBILITES DE GYM DANS L'ENSEIGNEMENT PRIMAIRE EN GÉNÉRAL ECOLE MUNICIPALE MUZAMBINHO-MG

RÉSUMÉ

Cette étude fait partie du projet d'Extension de la Gymnastique Générale dans les Écoles (GGE) sponsorisé le Centre des Sciences Appliquées et Education pour la Santé (CeCAES) et constitue une recherche qualitative afin de vérifier les connaissances des élèves dans les premières années de l'école élémentaire sur ce qui est l'éducation physique (EF), la gymnastique et la gymnastique générale (GG) dans deux écoles municipales de Muzambinho – MG : l'École Frei Florentino City et l'École Francisca Bianque. Comme instruments de collecte de données ont été utilisés un questionnaire contenant six questions ouvertes afin de vérifier les connaissances des élèves sur l'EF, la gymnastique et la GG. L'échantillon se composait de 47 élèves (23 garçons et 24 filles), sélectionnés au hasard, âgés entre 7 et 9 ans, étudiants de 2e et 3e année de l'école élémentaire. Les résultats indiquent que les élèves construisent ces concepts de manière dynamique à travers de leurs expériences corporelles.

MOTS CLÉS: gymnastique, gymnastique générale , l'éducation physique

POSSIBILITES DE GYMNASTIQUE GENERALE DANS L'ENSEIGNEMENT PRIMAIRE DANS LES ECOLES MUNICIPALES DE MUZAMBINHO-MG

RESUMEN

Este estudio es parte del proyecto de ampliación Gimnasia General en las Escuelas , el Centro de Ciencias Aplicadas y Educación para la Salud - CECAES y constituye una investigación cualitativa con el fin de verificar los conocimientos de los alumnos en los primeros años de la escuela primaria en lo que es la Educación Física - EF , Gimnasia y Gimnasia General - GG , en dos escuelas locales de Muzambinho - MG , Frei Florentino Escolar de la Ciudad y Escolar Francisca Bianque . Como se utilizaron instrumentos de recolección de datos un cuestionario con seis preguntas abiertas para comprobar los conocimientos de los alumnos sobre la EF . Gimnasia y GG . La muestra estuvo conformada por 47 estudiantes (23 chicos y 24 chicas) seleccionados al azar , de 7 años y 9 años de edad , que asisten a la 2 ª y 3 ª año de la escuela primaria. Los resultados indican que los estudiantes están construyendo estos conceptos de forma dinámica a través de sus experiencias corporales .

PALABRAS CLAVE: Gimnasia, Gimnasia General , Educación Física

POSSIBILIDADES DA GINÁSTICA GERAL NO ENSINO FUNDAMENTAL NAS ESCOLAS MUNICIPAIS DE MUZAMBINHO-MG

RESUMO

Este estudo faz parte do Projeto de Extensão de Ginástica Geral nas Escolas – GGES, do Centro de Ciências Aplicadas à Educação e Saúde – CeCAES e se constitui em uma pesquisa qualitativa com o intuito de verificar o conhecimento dos alunos nos anos iniciais do ensino fundamental sobre o que é Educação Física - EF, Ginástica e Ginástica Geral- GG, em duas escolas Municipais de Muzambinho- MG, Escola Municipal Frei Florentino Escola Municipal Francisca Bianque. Como instrumentos de coleta de dados foram utilizados um questionário contendo seis questões abertas para verificar o conhecimento dos alunos sobre a EF. Ginástica e GG. A amostra foi composta por 47 alunos (23 meninos e 24 meninas) escolhidos aleatoriamente, com idade entre 7 e 9 anos, cursando o 2º e 3 º ano do ensino fundamental. Os resultados apontam que os alunos estão construindo estes conceitos de forma dinâmica através das suas vivências corporais.

PALAVRAS CHAVES: Ginástica, Ginástica Geral, Educação Física Escolar