91 - TRACK AND FIELD IN THE SCHOOLS. IS IT POSSIBLE?

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INTRODUCTION

Many theories tried to explain the human development over time. The current ecological aspect, proposed by Brofenbrenner (1996), appropriately reflects the phase into which humanity and the planet are undergoing. The man has changed, and the same has happened with the nature that surrounds him, in a constant process of stimulus-response between them, in the search for adaptation, on a constant and endless process. The development of humanity, which goes side by side with its behavior, was not only reflected through the actions, but also through their intentions, cultural and emotional meanings. This interrelationship between development and behavior may be found in different scales and even at school. It is attributed to the fact that, according to Fink (1998, p.100), "the student, a developing human being, is inserted in various environments, and within them, he performs and experiences activities in which he expresses countless behaviors."This means that his development takes place in accordance with the environmental contexts characteristics, from different behaviors taken. Thereby, the school is the environment that allows the student to experience different behaviors, teaching and learning situations due to the constant contact with different subjects and people. It is the main responsible for the student's development. Thus, each subject, by causing different behavioral responses, has the mission to add a portion in the student in order to promote his development in all aspects: physical, cognitive, emotional, social, and among them, the Physical Education. The physical education is more than a mandatory curricular component of basic education. For a long time, it has just considered the man from his biological aspect. Therefore, it has relegated to a second place his social and cultural roles of interaction with other persons and the environment. It was forgotten that the man is formed through social, psychological and physical factors that belong to the environment he lives in, and whose interaction takes place through his body. Then, it is necessary a biologist view restructuring that the physical education is presenting, and to be processed from its main representative: the Professor of Physical Education.

Given this perspective, the physical education teacher must be a professional prepared, above all, to develop his work before the current issues prospect that permeate the society. He needs to understand and discuss them by assuming ethical and consistent attitudes within the educational assumptions, starting from the reorientation in the perception and practice of his rights and duties, i.e., from rethinking his values. This way, it will be possible to ensure the construction of a new society, able to think, act and live in conscious and competent ways (Marques e Iora, 2009; Prado e Matthiesen, 2007).

METHODOLOGY

The used methodology was characterized as explanatory, descriptive and based on a quasi-experimental model, with qualitative and quantitative features, involving bibliographic researches and field trips (Trivinos, 2009).In the case of this research, the population and sample are equals due to the small number of the first one. Then, the sample consisted of the student's community of the 1st year, registered in the subject on Athletics Methodology, and the 4th year's students that already studied it, in the Bachelor's Degree Course on Physical Education, at UNIVILLE. There were 159 participants. It was possible to develop and apply two duly validated questionnaires that could provide grants in order to support this study with relevant issues about athletics knowledge, its practice and the subject influence in the behavior change.

RESULTS AND DISCUSSION

The teachers' training process must face, basically, the learning experiences that allow the acquisition or improvement of "their knowledge, skills and dispositions" to act with professional effectiveness and efficiency with the aim of promoting a quality education.

Table 1– Modalities taught

Modality	N	%
Football	14	28
Volleyball	14	28
Basquetball	14	28
Handball	9	18
Dancing	8	16
Track and Field	10	20
Capoeira,Aerobics Lawn Tennis, Indoor Football	1	2
Artistic Gymnastics	2	4
Swimming, Room Games	3	6
Inclusive Cooperative Games	4	8
Recreation	6	12

Source: Elaborated by the authors

The results shown in Table 1 might be justified by the fact that scholars act according to superior guidelines (senior teachers and teaching plans already organized). Thus, they feel uncomfortable to introduce new contents. In the beginning of the professional life of the future teacher, it is possible to mention what Farias, Shigunov and Nascimento (2001), based on Hubermann, named as career entrance phase, which is a period divided into two stages. 1) Survival: when there is awareness between the ideal and the real thing on a daily basis.2) Discovery: when the teacher finally becomes aware of his responsibilities as an educator, as part of a teaching community, and he is deterred by the initial enthusiasm that is typical for someone who starts a new journey.

Although the teaching of Athletics is recommended by the National Curricular Parameters - PCNs (Brazil, 1997), which guide the Curricular Proposal of Santa Catarina - PC/SC (Santa Catarina, 1998), the reality is quite different in relation to this topic.

According to Mezzaroba et al. (2009), most of the schools do not have an adequate space to the practice of physical education, much less for Track and Field, and the same happens with respect to the material. Then, the approach of this modality, in primary and secondary education, is often restricted to a few events, making the sport unattractive for children. Even with these difficulties, 74 students (92.5%) reported knowing the sport before his admission to the course, compared to 6 students (7.5%) who did not know about it. Throughout this study, it is possible to mention countless reasons in relation to the Athletics because it is not being taught to the children in the correct way.

Initially, it was possible to detect a significant vicious circle between school and under graduation that contributed enormously for this modality be almost entirely ignored, at the schools' curricula. This begins when the student starts acting in the school, even as an intern. Because of the lack of experience, associated with shyness and insecurity, which are common features on every beginner, he undergoes the rules and routines of the full professors who have more experience. Therefore, it means to apply the same teaching plans.

If this plan includes athletics, excellent, otherwise, the teacher will not feel secure about introducing a modality that is not part of the school culture of a community. Furthermore, he may be regarded as a defiant of the other teachers when seeking to introduce a new content, as it is warned by Darido (2003, 2005), Meurer et al. (2011).Knowing more about the origins and evolution of Athletics, the professional future of the EFE is going to increase the knowledge. Thus, it is going to have more and better conditions to use, develop and disseminate the different specialties related to it, and also contribute to spread this modality in a general way. I n addition, he is going to have the opportunity to construct his own knowledge, and then, to develop awareness of his role on teaching future citizens. Thereby, in order to survive the internship period, with the possibility of getting a good grade in the evaluation, and maybe, to have the chance of getting a job at the school, after his graduation, the newcomer is going to reproduce the same contents that were taught by everybody until that moment. The future teacher, by staying in this “comfort zone”, fails to put into practice the knowledge acquired during his training. Then, he loses the opportunity to build what Costa (2007) calls as "adaptive skills and professional development", which could enable the achievement of the level of excellence necessary to the EFE, in a short time.

Even if the student becomes a school teacher, he will be a rookie among the others, and without having the opportunity to experience the process of presenting and introducing a new content. Again, he will tend to undergo the routine and culture of the school since it is easier to work with contents that are known by him and the students.

With respect to the familiarity of the contents used, it is possible to confirm, in the physical education classes at school, the thoughtless and automatic repetition of the same content that was taught over the years, and they are represented by the expressive practice of collective modalities.

This way, it would be possible to promote an educational process truly dynamic, focused on developing solutions for demands and difficulties related to the school reality, and not just be restricted to a mere exercise of manual skills. The awareness to the preservation of the environment would develop along with the activities, from changes in the students' perception and understanding the real meaning of respect, coupled with a collaborative work and the use of each person's knowledge.

CONCLUSION

The use of alternative materials for teaching Track and Field at school cannot be understood as a single and definitive answer in order to address the lack of implements or introduce new behaviors. This should be understood as a strategy or action feature that will allow students to understand issues and facts related to them. Through the construction/production of implements, with the guidance and encouragement of the teacher, the student can use his skills and capabilities in the search for solutions and actions as preparation for the demands of his future life. It is possible to teach Athletics at school since it becomes a knowledge to be learned. The teacher must have interest, desire, dedication and creativity to perform the function of teaching. The governmental agencies provide materials, and mainly, spaces for its practice.

This study showed the need to change significantly the perception people have about Athletics as a discipline or content to be learned/taught at school. More than a simple domain of rules, recognition of different implements or even the performance of athletics feats, to know about Athletics is to know how to relate with nature through the best and oldest means of communication: the human body.

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TRACK AND FIELD IN THE SCHOOLS. IS IT POSSIBLE?

ABSTRACT

Track and Field is a sportive modality that can be studied, practiced and adapted to all school levels. This study aimed to propose a teaching methodology of school athletics from the use of materials as alternative resources. Future teachers will be encouraged to use their creativity during the teaching activities or it will be promoted a greater interest in the dissemination and practice of athletics, in the schools. Also, this could allow the development of preservationist awareness among students and teachers in order to meet the requirements of the XXI century society. The used methodology was characterized as explanatory, descriptive and based on a quasi-experimental model, with qualitative and quantitative features, involving bibliographic researches and field trips. In the case of this research, the population and sample are equals due to the small number of the first one. Then, the sample consisted of the student's community of the 1st year, registered in the subject on Athletics Methodology, and the 4th year's students that already studied it, in the Bachelor's Degree Course on Physical Education, at UNIVILLE. There were 159 participants. It was possible to develop and apply two duly validated questionnaires that could provide grants in order to support the legal character of this research. It was found that the current reproductivism has significantly restricted the initiative and creativity of Physical Education teachers, leading them to teach methods that might be practiced with no or minimal material, and almost always a ball. Thus, the vast majority of teachers need a continuing education. They consider as good enough the content learned, in the under graduation, to teach their classes. This lack of interest was supported by the contents' reproduction easiness, which did not receive any innovation, and they are not suitable to motivate the practice of physical activities.

KEY WORDS: Athletics, methodology, alternative materials.

L'ATHLÉTISME DANS LES ÉCOLES. IL EST POSSIBLE ?

RESUMÉ

L'athlétisme est une modalité sportive possible d'être étudiée, pratiquée et adaptée dans tous les niveaux scolaires. Cette étude Il a eu par objectif La proposition d'une méthodologie d'enseignement de l'Athlétism escolaire à partir de l'utilisation de matériels mange dês ressources alternatives. Les futurs enseignants se sentiront motivés à utiliser de Leur créativité quand de son action enseignante, ou il se promouvra um plus grand intérêt dans La diffusion et une pratique de l'Athlétism e dans lês écoles, ou encore, si cette pratique permettra le développement d'une conscience preservacionista entre dês élèves et desenseignants, enfaisant attention aux exigences de la société du siècle XXI. La méthodologie employée s'est caractérisée comme explicative, d'empreinte descriptive basée sur um modele pres que expérimental, avec caractere quali-quantitativo, em impliquan trecherches bibliographique et de champ. Dans le cas particulier de cette recherche, population et échantillon sont égaux, dans résultat du restreint nombre de première de forme que l'échantillon de cette étude a consisté à la commun aut équiapprend de la 1º année, inscrite dans la discipline de Méthodologie de l'Athlétisme, ainsi que de la 4º année, quid éjànavigation la discipline, du cours de Licencedans Éducation Physique de UNIVILLE, dans un total de 159 élèves. Il sont été élaborés et appliqués deux questionnaires, dû ment validés, qui pouvaient fournir des subventions pour se baser la recherche dans carácter elégal. Ils'est constaté que la reprodutivismo courantevient en restreignant, significativement, l'initiative et la créativité des enseignants d'Éducation Physique scolaire, en les amenant à donner des modalités qui peuvent être pratiqué e savec personn e ou le minimum de matériel, presque toujours une boule ; et que la grande majorité des enseignants manque d'une formation continuée, et juge assez le contenuappris dans la graduation pour donner leurs leçons. Ce manque d'intérêtvient en é tant approuvé par la facilité de reproduction des contenus, qui ne reçoivent pas toute innovation, beaucoup moins se prêtent pour motiver à la pratique d'activités physiques.

MOTS-CLÉS :Athlétisme, méthodologie, matériels alternatives

EL ATLETISMO EN LA ESCUELA. EL ES POSIBLE?

RESUMEN

El atletismo es una modalidad deportiva que puede ser estudiada, practicada y adaptada en todos los niveles escolares. El objetivo de este estudio fue proponer una metodología de enseñanza del Atletismo escolar a partir de la utilización de materiales como recursos alternativos. Los futuros profesores van a sentirse motivados para usar la creatividad durante sus acciones docentes o se promoverá un mayor interés en la difusión y práctica del Atletismo en las escuelas. También, esta práctica permitirá el desarrollo de una conciencia conservacionista entre alumnos y profesores, atendiendo a las exigencias de la sociedad del siglo XXI. La metodología empleada se caracterizó como explicativa, de índole descriptiva y basada en un modelo casi experimental, con carácter cualitativo-cuantitativo, envolviendo investigaciones bibliográficas y de campo. En el caso particular de esta investigación, la población y la muestra son iguales, debido al reducido número de la primera de ellas. Por lo tanto, la muestra de este estudio consistió en la comunidad dicente del primer año, matriculada en la disciplina Metodología del Atletismo, como también los del cuarto año que y a habían cursado esa materia, del curso de Licenciatura en Educación Física de la UNIVILLE y con un total de 159 alumnos. Fueron elaborados y aplicados dos cuestionarios debidamente validados y que pudieran proporcionar subsidios para fundamentar la investigación de carácter legal. Se constató que el reproductivismo actual está restringiendo, significativamente, la iniciativa y la creatividad de los profesores de Educación Física escolar, llevándolos a enseñar modalidades que pueden ser practicadas con ningún material o con un mínimo de materiales, casi

siempre una pelota; y que la gran mayoría de los profesores carece de una formación continua. Además, los profesores juzgan como suficiente el contenido aprendido en la graduación para poder dar sus aulas. Esta falta de interés está siendo respaldada por la facilidad de reproducción de los contenidos que no reciben ninguna innovación, y no sirven para motivar la práctica de actividades físicas.

PALABRAS CLAVES: Atletismo, metodología, materiales alternativos.

O ATLETISMO NA ESCOLA. É POSSÍVEL?

RESUMO

O atletismo é uma modalidade esportiva possível de ser estudada, praticada e adaptada em todos os níveis escolares. Este estudo teve por objetivo a proposição de uma metodologia de ensino do Atletismo escolar a partir da utilização de materiais como recursos alternativos. Os futuros professores se sentirão motivados a usar de sua criatividade quando de sua ação docente, ou se promoverá um maior interesse na difusão e prática do Atletismo nas escolas, ou ainda, se esta prática permitirá o desenvolvimento de uma consciência preservacionista entre alunos e professores, atendendo às exigências da sociedade do século XXI. A metodologia empregada se caracterizou como explicativa, de cunho descritivo baseado num modelo quase experimental, com caráter quali-quantitativo, envolvendo pesquisas bibliográfica e de campo. No caso particular desta investigação, população e amostra são iguais, em decorrência do reduzido número da primeira de forma que a amostra deste estudo consistiu na comunidade discente do 1º ano, matriculada na disciplina de Metodologia do Atletismo, bem como do 4º ano, que já cursaram a disciplina, do curso de Licenciatura em Educação Física da UNIVILLE, num total de 159 alunos. Foram elaborados e aplicados dois questionários, devidamente validados, que pudessem proporcionar subsídios para fundamentar a pesquisa em caráter legal. Constatou-se que o reprodutivismo corrente vem restringindo, significativamente, a iniciativa e a criatividade dos professores de Educação Física escolar, levando-os a ministrar modalidades que podem ser praticadas com nenhum ou o mínimo de material, quase sempre uma bola; e que a grande maioria dos professores carece de uma formação continuada, e julga suficiente o conteúdo aprendido na graduação para ministrar suas aulas. Esta falta de interesse vem sendo respaldada pela facilidade de reprodução dos conteúdos, que não recebem qualquer inovação, e muito menos se prestam para motivar à prática de atividades físicas.

PALAVRAS-CHAVE: Atletismo, metodologia, materiais alternativos