86 - THE LEISURE PRACTICES OF THE ACADEMICS OF THE VILA VELHA UNIVERSITY / UVV PHYSICAL EDUCATION COURSE IN THE FREE TIME

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INTRODUCTION

The company's work has been presented increasingly without health in the current context. With the decrease of free time, the condition of the work is compromising the quality of life of Brazilian workers. These diseases not only affect this worker, but also young adults and scholars traveling through some mandatory tasks in search of vocational training.

The course generalist degree in physical education / bachelor at the University Vila Velha is configured in three areas of study; such as leisure, sport and fitness.

The daily course of the above graduating set of academic activities, internships and domestic, family and personal tasks. For the psychosomatic recovery, physical and psychological balance, this student has an average of eight hours of sleep a day and some leisure activities.

So we ask: What are the favorite leisure activities of physical education course academic at the University Vila Velha in his spare time for social obligations, professional and home when they choose to rest, fun and personal development? As these recreational activities, are configured and cultural interests leisure?

In this way we aim at identifying the leisure activities of the academic course of physical education at the University Vila Velha in your spare time for social obligations and categorize them from their cultural interests.

This research is relevant for treating the free time of the students who have a social intervention physical activity, sport and leisure in society; and for exposing the complementary social profile to academic training. The Recreation Center and Leisure, linked to physical education course at the university already mentioned above, among other academic concerns, focuses on the quality of vocational training of the student in addition to the training curriculum.

This descriptive and exploratory field research is based on direct observation of the activities studied and semi-structured interviews group, in which we seek together to students via agglomeration, ask about their leisure activities in their free time academic and social obligations. The generating question was: What are your favorite leisure activities in their free time academic and social obligations? Consequently other issues were revealed during the dialogue between the interviewer and interviewee. An adaptation of the focus group format, interviewers met with the study group and reflected on the results. Of the 592 students enrolled, day and night, 400 students answered a semi-structured interview. Of these, forty students participated in the focus group conducted in four sessions on the analysis of data.

As a limiting factor of this work, we have chosen strategically by working days of the week; only checked the recreational activities carried out from Monday to Friday in the free time of academic and social obligations. And we hypothesized physical, sports and recreational activities as a possible favorite answer; determining the physical categorization leisure this specific audience whose cultural expression human physical movement. For the categorizations of cultural interests use the indication of Dumazedier (2004) going through the physical interests, intellectual, artistic, social and manuals; complementing the tourist interest in Camargo apud Marcellino (2007) and digital by Schwartz (2003).

CHATTING ABOUT LEISURE AND THEIR INTERESTS CULTURAL

According Bruhns (1997) leisure has been understood from two theoretical lines, the line attitude of life, in which leisure can be designed as any pleasurable activity, even at the time of work; and free time line, in which leisure is designed only after working hours and domestic, religious and social obligations. Strengthening the tone of this work, we chose the concept of Dumazedier (2004) on leisure, when it says that leisure:

"It's a set of occupations to which the individual may give up voluntarily, either to rest, is to have fun, recreate and entertain themselves, or to develop their selfless information, their voluntary social participation or his free creative ability after getting rid of or back off of professional, family and social obligations." (DUMAZEDIER 2004)

The pleasure, therefore, is understood as an opposite action to any activity imposed and compulsory. The same should preferably be chosen by the subject of his expression, featuring a favorable relationship between the subject and the leisure object. Contextualizing the subject of the setting of this study, mandatory daily activities of the student's physical education course - UVV are not understood as leisure by following the theoretical free time line.

The free time is essential for the exercise of leisure and exactly this is no obligation associated with the power of choice that the individual will find a leisure quality able to rebalance the physical and psychological needs worn in working time and labor society obrigatories.

Cultural leisure interests are considered guiding content of the interventions of professionals in this area; mainly professionals of physical education.

It is important to note that as a cultural manifestation, leisure is constantly reorganizing and rehabilitation as social behaviors and that they are articulated and interdependent. Didactically, cultural leisure interests was are organize separately, but often overlapping the fine line that characterize them.

Cultural leisure interests from Dumazedier apud Marcellino (2007) we are classified into physical, artistic, manual, intellectual and social. Following the line of study proposed by Dumazedier, Camargo apud Marcellino (2007) enters the tourist interest list and with technological advances and the emergence of new forms of communication and interaction, Melo, Schwartz and Neto (2012) contributes to adding studies the virtual interest in the list.

Physicists interests are those considered to involve body movements and are directly linked to sports, dance, gymnastics, jogging, hiking, etc. Being composed of sports activities, for the most part; this interest was highly valued as a socialization tool, fun and relaxation and thus gained the status of "solution to the problems of society." partial and restricted interpretation of leisure Marcellino (2007).

The artistic interests are those that are involved painting, music, writing, theater, museums, cinemas and also folkloric representations schools of samba and the various manifestations of popular culture. Being art a broad concept of element and complex, this interest gains a double dimension to educate and raise awareness (Melo & Junior, 2003).

For Marcellino (2007) manuals interests involve the manipulation of objects and products and mingle easily with artistic interests as their actions result in something that also is understood as art, such as handicrafts, carpentry, gardening, carpentry, sewing, cooking, etc. This interest leisure and work also get confused between what is hobby and what is must.

The intellectual interests for Melo and Junior (2003) involve thinking games like chess, checkers, backgammon and the search for new knowledge in lectures, courses, academic backgrounds provided they are pursued as a hobby and not as an

obligation or guidance professional. All that leads to reflection and which are inherently effects on people's lives are considered intellectual interests and therefore, cannot disparage other interests, it is possible that this same feeling aflore them also.

Social interests are linked to the need for interaction with groups of people at parties, bars, tours. And this interest in particular for Marcellino authors (2007), Melo and Junior (2003) is perfectly acceptable that this interest pervades the other existing interests because you can experience them simultaneously as a social activity can provide pleasure when the physical, artistic, manual and / or intellectual.

The tourist interest as Camargo apud Marcellino (2007) are the activities involving trips, as well as other interests may arise from a combination of others interests. Swarbrooke apud Uvinha (2007), commented as a renewal tool. Because it is an interest increased to classifier interests by Dumazedier apud Schwartz (2003) this interest comes from new lifestyles and their goal and the discovery of knowledge of new personal experiences. The advancement of this concern for the environment and the host community already is being recognized as "without chimneys industry."

Assessing the change of new lifestyles Melo, Neto and Schwartz (2002) adds an area in the cultural interests of leisure. The virtual interest encompasses activities involving the computer and the virtual environment technology like the Internet and cyberspace. This interest is perceived that the individual earns the name "user" and this interest can interact completely with the other previously apud from a new perspective of life in society. For this interest the way time-space are not as limited as before which gives the company a new way of thinking. Chat's and online games are classic examples of this interest.

New lifestyles determine how these areas will behave in order to gain or lose application tools as cultural interests are modified over time.

The interests may exist separately or together as seen previously and therefore it is important that the physical education teachers can identify these interests among the developed practices, proposals and / or evaluated to ensure that their applications as to respect their professional choice working with leisure is as comprehensive as possible and that aims to form critical citizens able to identify and evaluate and separate the pleasure of everyday obligations.

It is understood so that separation when done well promotes a healthy balance to the individual and consequently to society. And as leisure professional, by choice, the physical education professional should always focus on their goals this balance, thus breaking the stigma that only sports physical interest is the only area of tool and application of this professional.

Analyzing the data

The classification of results is given in five categories: general, morning, night, male and female. The overall ranking shows that of the 400 students participating in the survey, over 50% prefers cultural, virtual, and intellectual interests; getting physical and artistic interests with the remaining percentage. Cultural leisure interests and social, manuals and tourist do not appear as leisure favorite option of those surveyed academics. Still analyzing the general classification by category is observed that virtual and artistic interests outweigh the sports physical and intellectual interests. Unlike the initial hypothesis of this work, the favorite recreational activities of the subjects interviewed are not sports physical but digital and intellectuals; meeting the demand of the historical moment of the XXI century: the digital age.

FINAL CONSIDERATION

It is concluded that the subjects interviewed in this study, from Monday to Friday, after their academic and social obligations rather as leisure activities those that are restricted in virtual cultic and intellectual interests; leaving the interests sports physical and socials at background. This is worrying in relation to the sedentary lifestyle of this student and professional future. As well as the weakening of their professional training. It is recommended as good vocational training physical education in the leisure perspective a plural experience of cultural leisure interests.

Keywords: physical education, graduating and free time

SUMMARY

The objective of this study is to identify the favorite recreational activities of physical education course academic at the University Vila Velha / ES when they are in the free time of their academic and social obligations and opt for leisure. As well as categorize these activities from cultural leisure interests. This descriptive and exploratory field research is based on direct observation of activities in the study group and semi-structured interviews. We conclude that the subjects interviewed in this study, from Monday to Friday trade after their academic and social obligations rather as leisure activities those that are restricted in virtual cultic and intellectual interests; leaving the sports physical and social interests in the background.

RÉSUMÉ

L'objectif de cette étude est d'identifier les activités de loisirs préférées des cours d'éducation physique universitaire à l'Université Vila Velha / ES quand ils sont dans le temps libre de leurs obligations scolaires et sociales et d'opter pour les loisirs. En plus de catégoriser ces activités de loisirs culturels intérêts. Cette recherche sur le terrain descriptive et exploratoire est basée sur l'observation directe des activités dans le groupe d'étude et des entretiens semi-structurés. Nous concluons que les sujets interrogés dans cette étude, du lundi au vendredi après le commerce de leurs obligations scolaires et sociales plutôt que des activités de loisirs ceux qui sont limités dans les intérêts sectaires et intellectuelles virtuelles; laissant les intérêts physiques des sports et sociaux dans l'arrière-plan.

RESUMEN

El objetivo de este estudio es identificar las actividades lúdicas preferidas de la educación física curso académico en la Universidad de Vila Velha / ES cuando están en el tiempo libre de sus obligaciones académicas y sociales, y optan por el ocio. Así como categorizar estas actividades de ocio de los intereses culturales. Esta investigación de campo descriptivo y exploratorio se basa en la observación directa de las actividades en el grupo de estudio y entrevistas semiestructuradas. Llegamos a la conclusión de que los sujetos entrevistados en este estudio, de lunes a viernes después de que el comercio con sus obligaciones académicas y sociales y no como actividades de ocio aquellos que están restringidos en los intereses de culto e intelectual virtuales; dejando a los intereses de los deportes físicos y sociales en el fondo.

RESUMO

O objetivo deste trabalho é identificar as atividades recreativas prediletas dos acadêmicos do curso de educação física da Universidade Vila Velha / ES quando os mesmos estão no tempo livre das suas obrigações acadêmicas e sociais e optam pelo lazer. Assim como também categorizar essas atividades a partir dos interesses culturais do lazer. Esta pesquisa de campo de caráter descritivo e exploratório baseia-se na observação direta das atividades em grupo estudado e por entrevistas semiestruturadas. Concluímos que os sujeitos entrevistados nesta pesquisa, no período de segunda a sexta feiras, após as suas obrigações acadêmicas e sociais preferem como práticas de lazer aquelas que se circunscrevem nos interesses cultuais virtuais e intelectuais; deixando os interesses físicos esportivos e sociais em segundo plano.