87 - STUDENTS' MOTIVATIONS FOR THE PHYSICAL EDUCATIONS PRACTICE AT THE 6TH AND 7TH GRADES OF FUNDAMENTAL EDUCATION

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For Lieury & Fenouillet (2000), motivation is the set of biological and psychological mechanisms that enable the initiation of action, orientation (towards a goal or, on the contrary, to move away from it) and, finally, intensity and persistence : The more motivated the person is, the more persistent and greater the activity. During people's daily actions, motivational factors can undergo numerous oscillations, that is, there is variation relative to levels of motivation. "Several factors are able to motivate the human being in its daily life, both internally and externally" (MACHADO, 1997).

Motivation occurs in a dynamic, multifactorial and personal way that develops influenced by factors internal to the individual (intrinsic motivation) or by external influence (extrinsic motivation).

The essential difference between the two types of motivation lies in the source that energizes and directs behavior (REEVE, 2006).

Thus, we can be concluded that the sum and interaction of this set of motivating and demotivating factors will contribute to the individual accomplishing, or not a certain task or action during his life, and it is important to remember that this process is dynamic, constant and continuous in the life regardless of age or degree of education.

It is well known that the practice of physical activity provides numerous benefits to the health of the population and that this is fundamental for the biopsychosocial development of children in their training phase, contributing for the student to develop their physical abilities that will be fundamental for their life.

Physical Education is part of the compulsory education curriculum in Brazilian territory and its content and goals are established by the National Curricular Parameters, which guide the contents that must be addressed by the teacher throughout their classes.

Although physical education has its image closely linked to bodily and practical aspects, its field of action and knowledge is much broader and more comprehensive because it takes into account not only the body that moves but the individual in its totality in an integral way, In its biopsychosocial aspects, where, in addition to the biological character of this body, its history, feelings and social context are also considered, where it interacts with other members of society

One of the basic functions of physical education is education and health promotion, and its importance is also recognized by the World Health Organization, but despite its relevance in the health and quality of life of the school population and its recognition by national and international bodies, It has been observed a decrease of the interest and participation on the part of the students of the classes of Physical Education;

According to Caudouro (2007) in recent years has been observed a large influx of students who have been absent from attendance of physical education classes, and thus can observe a disinterest on the part of the student the practice of physical education.

According to Drew et all (2011) the lack of interest in the practice of physical education is more visible and accentuated in high school. However, the same can also be observed in elementary school students. This work was produced with the purpose of identifying the factors that motivate and discourage students in the practice of physical education, and thus help the teacher in choosing more assertive and stimulating methodologies , In an attempt to motivate students to adhere spontaneously to class.

It is necessary to recognize the important role of the teacher in the motivation of the student in the proposed practice, where he must use varied methodologies in an attempt to stimulate the student's participation through current, relevant and diversified proposals compatible with the expectations of the student, thus establishing a Student teacher tie that will be reflected in greater student attendance classes.

METHODS

The present study is characterized by a non-experimental quantitative research, and the research tool used was a questionnaire answered by 49 students of the 6th and 7th years of Elementary School during School Physical Education classes at a private school in the Municipality of Rio das Ostras . R.J.

The questionnaire was elaborated with 5 closed questions according to the specific objectives of the present study. This questionnaire was answered by 49 students from the 6th and 7th years, of which 20 were male and 29 were female.

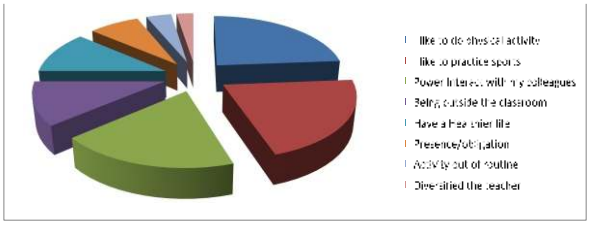
The questionnaire was composed of 5 closed questions in order to be simple and practical. Students were instructed to mark as many options as they wished, so that this did not limit the student in exposing the factors that motivate and discourage attending the class. Before applying the questionnaire, an explanation was made regarding its completion in order to clarify possible doubts.

RESULTS

The first item evaluated in the research was the main factor that motivates the student to participate in the physical education class in the School. It is noticed in the research carried out that the pleasure in practicing physical activity was pointed out as the main factor that motivates the student to participate in the Physical Education class in the school. (23.75%), followed by the pleasure of practicing sport (21.25%). It can also be noticed that the possibility of interacting with other students is also characterized as a motivating factor (18.75%).

Table1

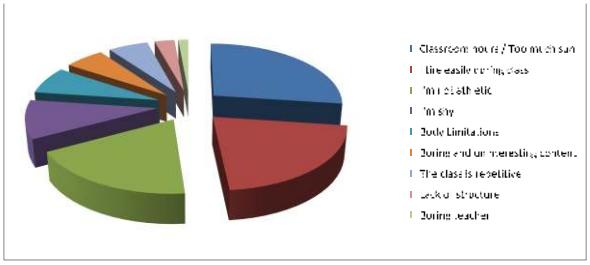
What motivates you to attend Physical Ed class?	SCORE	%
I like to do physical activity	19	23,75
I like to practice sports	17	21,25
Power Interact with my colleagues	15	18,75
Being outside the classroom	9	11,25
Have a Healthier life	9	11,25
Presence/obligation	6	7,5
Activity out of routine	3	3,75
Diversified the teacher	2	2,5
Total markings	80	



When evaluating the factors that discourage students from participating in the Physical Education class in the School, it can be observed that the lesson schedule / strong sun exposure was the main motivational factor. (27.14%), followed by the student's perception of failing easily (21.43%) and not being skilled in sports (18.55%).

Table 2:

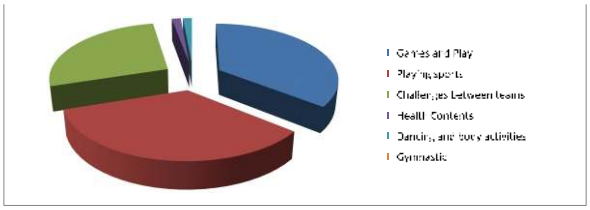
What factor discourages you to practice physical education class.	Score	%
Classroom hours / Too much sun	19	27,14286
I tire easily during class	15	21,42857
I'm not athletic	13	18,57143
I'm shy	7	10
Body Limitations	5	7,142857
Boring and uninteresting content	4	5,714286
The class is repetitive	4	5,714286
Lack of structure	2	2,857143
Boring teacher	1	1,428571
Total markings	70	



An interesting finding of the research was that the teacher was not indicated as a motivating factor (2.5%) and neither as a motivating factor (1.4%) for the practice of Physical Education. When evaluating what the content of the class most interested the student, it can be seen that the Games and Play (35.71%) followed by the sports practices, being the main content of interest of the students in the physical education class.

Table 3

What content most appeals to you in Physical Education class?	score	%
Games and Play	25	35,71429
Playing sports	24	34,28571
Challenges between teams	19	27,14286
Health Contents	1	1,428571
Dancing and body activities	1	1,428571
Gymnastic	0	0
Total markings	70	



CONCLUSION

Given the analyzes carried out with the students, it was possible to make some considerations about the factors that motivate or not the Physical Education Practice in the School. In response to the problem that the study sought to elucidate: what would be the factors that motivate and which could cause disinterest.

It was found that students have an interest in physical activity and sports as well as in interaction with other children, but factors outside the classroom such as excessive sun / inappropriate time contribute to the student's lack of motivation as well as the lack of physical conditioning and the inability of the students. Sports.

It is believed, therefore, that the Teacher and the School should work together in mitigating actions to the factors that generate the lack of interest in the Physical Education class, Scheduling the classes for hours with a milder temperature or using covered places that minimize the discomfort caused by the sun ;

Finally, as a suggestion, it is understood that the practice of Physical activities with greater frequency; Would promote the improvement of the cardiorespiratory capacity and the motor coordination of the students, greater objective of the bias of the physical education like health.

KEY WORDS: Physical Education; Motivation; Strategies.

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STUDENTS' MOTIVATIONS FOR THE PHYSICAL EDUCATIONS PRACTICE AT THE 6TH AND 7TH GRADES OF FUNDAMENTAL EDUCATION

ABSTRACT

Motivation is a set of biological and psychological mechanisms that makes possible the development of an action, orientation (for the objective or, instead, to move away of them) and ultimately, to the intensity and the persistence: the more motivates is the person, more persistent and greater is the activity. (LIEURY & FENOUILLET 2000), during the people's daily activities, the motivational factors can suffer many oscillations, that is, there is a relative variety of the motivational factors by the motivation levels. Many factors are able to motivate the human being in their day-by-day routines, both internally as external (MACHADO, 1997). This paper tried to show which of the multiple factors presented in physical education in the school environment that motivates, or not, the students to participate the classes. It has been applied the questionnaire for students of the 6th and 7th grades in a particular fundamental school in the city of Rio das Ostras – RJ. The principal results appointed were: the pleasure to practice physical activities was the principal factor that motivates students to participate the classes (23, 75%), the second reason was the pleasure to practice sports (21, 25%). The demotivating factors perceived in this searching were, the time of the class/ strong sun exposition (21, 14%), followed by the students' perceptions to being tired out easily (21, 43%). We observed that the teachers were not appointed by the motivational factor (2, 5%) neither of demotivating factor (1,4%) for the physical education practice. Therefore, the teacher and the school can work together to minimize the factors that creates disinterests of the classes, scheduling the classes for milder temperatures using covered places to minimize de discomfort caused by sun. Lastly, as the suggests, we understood that the most frequency of the practice of physical activity could promote the better students' motor coordination and the increase of cardiorespiratory capacity, the largest goal of the physical educations as heath.

Key words: Physical educations, motivation, strategies.

MOTIVATION DES ÉLÈVES À L'ÉDUCATION SCOLAIRE PHYSIQUE EN ANNÉE 6e et 7e EDUCATION DE BASE

RÉSUMÉ

La motivation est l´ensemble de mécanismes biologiques et psychologiques qui permettent le développement d'une action, la poursuite d´un objectif (au lieu de s'en écarter) et finalement l'intensité et la persistence de l´action dans la poursuite de l´objectif: plus la personne est motivée, plus persistante et plus intense sera son action (LIEURY & FENOUILLET 2000). Au cours des activités quotidiennes de la population, les facteurs de motivation peuvent subir de nombreuses variations, il existe une grande variété de facteurs de motivation pour des niveaux de motivation donnés. De nombreux facteurs peuvent motiver l'être humain dans ses routines quotidiennes, tant de facon interne qu' externe (MACHADO, 1997). Cet article tente de décrire les facteurs qui motivent les élèves à participer aux cours d'éducation physique en environnement scolaire. Une enquête basée sur un questionnaire a été menée pour les élèves de 6e et 7e année dans une école particulière de la ville de Rio das Ostras - RJ. Les principaux résultats obtenus sont: le plaisir de pratiquer des activités physiques est le principal facteur qui motive les élèves à participer aux cours (23, 75%), le deuxième facteur est le plaisir de pratiquer des sports (21, 25%). Les principaux facteurs de démotivation relevés par cette recherche sont d´une part liés a l´influence du climat (ensolleiment for et chaleur en classe) avec (21, 14% et d´autre part liés a la perception des élèves de se fatiguer facilement (21, 43%). Nous avons relevé que les enseignants n´étaient percus ni comme un facteur de motivation (2, 5%) ni comme un facteur de démotivation (1,4%) pour la pratique de l'éducation physique. Par conséquent l'enseignant et l'école peuvent travailler ensemble pour minimiser les facteurs qui démotivent les élèves en programmant les classes par des températures douces et en les organisant dans des endroits couverts pour minimiser l'inconfort causé par le soleil. Enfin nous suggérons une augmentation de la fréquence de la pratique de l'activité physique pour favoriser une meilleure coordination motrice et une augmentation de la capacité cardiorespiratoire des élèves, ceci étant l´objectif le plus important de l'éducation physique pour la santé.

MOTS-CLÉS: L'éducation physique; motivation; Stratégies.

MOTIVACIÓN DE LOS ALUNOS PARA LA PRÁTICA DE EDUCACIÓN FISICA ESCOLAR NO 6ª E 7º ANO DO ENSINO FUNDAMENTAL

RESUMEN

La motivación es el conjunto de mecanismos biológicos y psicológicos que permiten el inicio de la acción, orientación (a una meta o, por el contrario, para alejarse de ella), y, finalmente, la intensidad y persistencia: cuanto más motivado es la persona, más persistente y la mayor actividad. (Lieury y FENOUILLET 2000) Durante las acciones diarias de las personas, los factores motivacionales pueden someterse a numerosas variaciones, es decir, hay un cambio en relación con los niveles de motivación. Hay varios factores que pueden motivar al ser humano en su día a día, tanto interna como externamente (Machado, 1997). El estudio trata de entender cuál de los muchos factores en la clase de Educación Física en la Escuela Alcance o no motivar a los estudiantes a participar en la clase. Se aplicó un cuestionario a los alumnos de 6 y 7 años de la escuela primaria a una escuela privada en el municipio de Río ostras. Los principales resultados muestran que el placer de la actividad física es el principal factor que motiva a los estudiantes a participar en la clase (23,75%), seguido por el placer del deporte (21: 25%) los factores de desmotivación observados en el estudio, el tiempo de la clase / exposición a la luz solar intensa. (27,14%), seguido por la percepción de estudiante fatigado con facilidad (21: 43%). Es de destacar que el maestro no fue nombrada como factor de motivación (2,5%) y no como un factor de desmotivación (1,4%) para la práctica de la educación física. Por lo que el maestro y la escuela deben trabajar para minimizar las acciones que generan desinterés clase, clases de programación para las horas con más leves o utilizar la temperatura local cubierto para minimizar las molestias causadas por el sol; Finalmente, como una sugerencia se entiende que la práctica de actividades.

PALABRAS CLAVE: La educación física; motivación; Estrategias.

MOTIVAÇÃO DOS ALUNOS PARA Á PRATICA DE EDUCAÇÃO FISICA ESCOLAR NO 6ª E 7º ANO DO ENSINO FUNDAMENTAL

RESUMO

A motivação é o conjunto de mecanismos biológicos e psicológicos que possibilitam o desencadear da ação, da orientação (para uma meta ou, ao contrário, para se afastar dela) e, enfim, da intensidade e da persistência: quanto mais motivada à pessoa está, mais persistente e maior é a atividade. (LIEURY&FENOUILLET 2000), Durante as ações diárias das pessoas, os fatores motivacionais podem sofrer inúmeras oscilações, ou seja, há uma variação relativa aos níveis de motivação. Vários fatores são capazes de motivar o ser humano em seu dia-a-dia, tanto de forma interna como externa (MACHADO, 1997). O trabalho buscou compreender quais dos múltiplos fatores presentes na aula de Educação Física no Âmbito Escolar Motivam ou não o aluno a participar da aula. Foi aplicado um questionário aos alunos do 6º e 7º anos do Ensino Fundamental de uma escola privada do Município de Rio das ostras. R.J. Os principais resultados apontam que o prazer em praticar atividade física é o fator que mais motiva o aluno a participar da aula (23.75%) seguido pelo prazer de praticar esportes (21.25%) Os fatores desmotivantes percebidos no estudo foram, o horário da aula/Exposição ao sol forte. (27.14%), seguido pela percepção do aluno de fadigar-se com facilidade (21.43%). Destaca-se que o Professor não foi apontado como fator motivador (2.5%) e nem como fator desmotivador (1.4%) para a pratica da Educação Física. Portanto o Professor e a Escola devem trabalhar para minimizarem as ações que geram o desinteresse da aula, agendando as aulas para horários com temperatura mais amena ou utilizar locais cobertos que minimizem o desconforto provocado pelo sol; por fim como sugestão entende-se que a pratica de atividades Físicas com maior frequência; promoveria a melhoria da capacidade cardiorrespiratória e promoveria a melhora da coordenação motora dos alunos, objetivo maior do viés da educação física como saúde.

PALAVRAS CHAVE: Educação Física; Motivação; Estratégias.