105 - THE SPORTS CONTENT IN PHYSICAL EDUCATION CLASSES OF THE STATE SCHOOLS OF MATO GROSSO

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ABSTRACT

The Sports content in physical education classes must allow ample space for discussion in order to understand its educational role from the understanding of sport as a cultural phenomenon. The objective of the present study was to analyze the students ' perceptions of the State of Mato Grosso, network of the city of Cáceres, on the content of the sport, handball and volleyball in EF. Participated in the study 30 students of both sexes, of three State schools of elementary and high school in the city of Cáceres/MT as an instrument of data collection, a semi-structured questionnaire was employed with open and closed issues. The results showed that the practice of futsal if did I jump off to other sports in school. The handball was not pointed to by any student as a practice during class, while the volleyball pointed to by a small number of individuals had their practice associated with the training. Finally we believe that it is still necessary to improve many classes of EF. For this it is essential to invest in the training of teachers so that they can use the infinite possibilities of existing sports in order to encourage the participation of all.

Key Words: Sport; Physical Education; Regular Education.

INTRODUCTION

The choice of sports as the theme of our investigation work took place by finding during our stages in the common school, the treatment that is given to this content in physical education classes (EF).

The literature has already been pointing out for some time that the sport has been improperly employee through EF in schools, because their introduction in class follows the competitive model, an idea that should be in the background, because ideally educate through sports.

The Sports content in physical education classes must allow ample space for discussion in order to understand its educational role from the understanding of sport as a cultural phenomenon.

Part of the literature presents conceptions of sport employed improperly EF classes in schools, because this content is transmitted most often through competitiveness, an idea that should be in the background, because ideally educate through sports.

For Greco and Benda (1998) school sport or sport in the school are considered as a formal sport activity is developed within a school is on EF class, whether in extracurricular time school, in different moments of the teaching-learning process. Realizes the importance of sport in the school space at any time that practiced so soundly, stimulates the student the student to develop the sport competitive and collective character and can be practiced by both sexes.

It is possible that EF class analysis is made of the aspects related to socialization, construction of moral and ethical values, as well as the recreation and leisure, and to its importance for the socio-affective development of the child. The sport when experienced through pedagogical practices that allow the experience to all enables children and adolescents learn fundamental values that lead to life, such as: Union, respect, friendship, cooperation, among others. Learn also to deal with the WINS and losses that the sport provides, and develops the independence, the sense of responsibility and confidence in themselves (GONZALES and PANDEY, 2012).

According to Bracht et al. (2003) the sport is in practice most quoted body and valued by students, though, in a general way, be tied to a traditional model/paradigm of instrumental rationality, by crystallizing the social imaginary in which EF reflects basically a space and time-linked school sports phenomenon

Thus, the objective of the present study was to analyze the students ' perceptions of the State of Mato Grosso, network of the city of Cáceres, on the content of the sport, handball and volleyball in EF.

METHODOLOGY

The work deals with a survey with descriptive character which, according to Gil (1991, p. 45) "aims to describe the characteristics of a particular population or the establishment of relationships between variables. Involves the use of standard techniques: questionnaire data collection and systematic observation. "

Participated in the study 30 students of both sexes, of three State schools of elementary and high school in the city of Cáceres/MT. The age of the subjects was between ten and sixteen.

As a tool for data collection, a semi-structured questionnaire was employed with open and closed issues. For Triviños (1987, p. 146) "the semi-structured interview features basic questions that are supported by theories and hypotheses that relate to the subject of research".

For analysis of the data we use in the literature that addresses the subject of the study.

RESULTS AND DISCUSSION

This topic is being presented the results obtained with the semi-structured questionnaire in the form of tables and graphs.

Our first issue was for the amount of school p.e. a week students had. As well as identify whether they wish to take classes beyond those that had.It was questioned how many students EF classes they had during the week, and if you would like more or not and why?

Below are the responses of the elementary II and high school: 16 students responded that the physical education classes are held once a week; 12 twice a week; 2 no responded. And if you would like to have more classes 25 students responded that Yes for several reasons; Because I work the body, because it is good for the health, because he likes to play sports because it's good. Only 3 students responded that no, the two classes were already sufficient and tired too. What about those who did not know answer only 2 manifested itself.

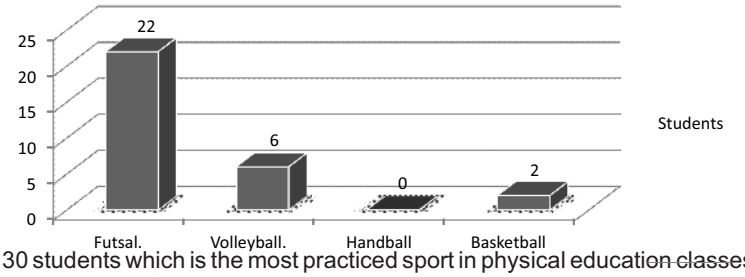
Stands out in the table above that the students would have had a larger number of classes of EF, to that claimed among other reasons, the taste for sports and the benefits that the EF can promote health.

The school for being the place of formal education possess the function social/cultural and educational responsibility of contextualizing, PROBLEMATIZING and systematize the knowledge, i.e. the themes listed by students in this survey as health, and the sport itself, they need education in this space, enabling the knowledge assimilated after being pedagogizado and methodologically Treaty, be seized by the students (DAVID; KUNZ; FENSTERSEIFER, 2012).

The second question was what took the student to attend school of EF.

Figure 1: reason for participation the physical education classes.

Figure 2: the sport is more practiced in the physical education classes.



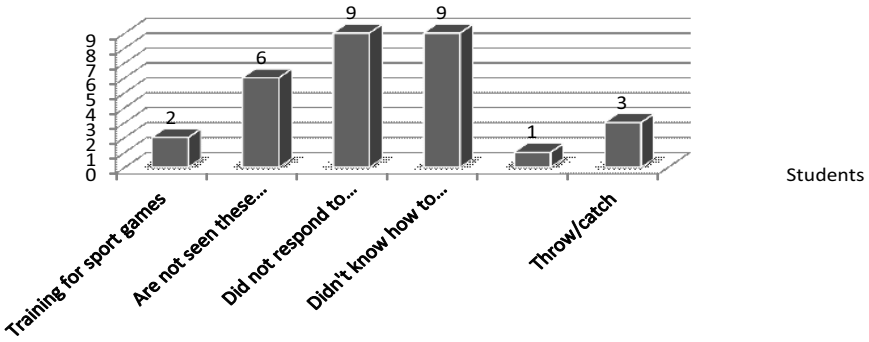
In graph 2, ask for 30 students which is the most practiced sport in physical education classes. Featured for 22 of them pointed to the futsal and 6 of them who identified the volleyball as sports more experienced in class.

It is possible to infer from these results that the sports content boils down to very few possibilities for diversification in EF. One of the four most common modalities for the prevalence of only one of them, while others are few or no time experienced in class, as in the case of handball.

This result differs from the study by Silva Ferreira, Pasko, Resende (2011) that to investigate the practice of Handball in physical Culture of Sports schools of Rio de Janeiro found that the handball is a sport physical activity typical of the school culture, practiced primarily by the female group. Therefore, the level of popularity of handball in physical education classes is due, particularly, their wide acceptance in terms of taste and practice among the female group.

Our fourth issue investigated as was the deal with the volleyball content, since the handball was not named as one of the experienced sports in EF.

Figure 3: the experience of volleyball in physical education classes.



How to highlight the responses point the amount of students who didn't know how to answer the question, 18 students and 02 that assign the experiences as training.

The answers show that the students don't know how to identify how experienced volleyball in school because they do not live this sport. The few who attributed the experience of volleyball training, show a practice that should have been replaced over time by opportunities to all and not only to a few students. Thus it is essential that pedagogical practices adopted by professor of EF can benefit everyone beyond the "do". For this, we think that the dimensions of the content (atitudinal, procedural and conceptual) can help.

Our question 5 asked the students who would be assigned to a note on the importance of discipline in his training that EF note would assign

Figure 4: Importance of discipline EF in their training (0 to 10).

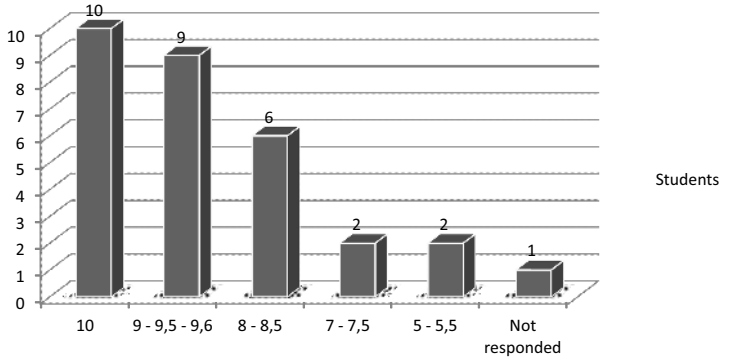


Figure 4 shows that a large proportion of students assigns a high discipline concept of EF. However, it is at this point that needs to come out: the students attach a concept high EF by value it as a discipline with significant knowledge? Or its overvaluation if gives the understanding of the time, a space to do what you want? Included here do nothing, make use of the cell phone, walk through school etc.

According to the NPC's,

Physical education, today, includes multiple knowledge produced and utilized by the company regarding the body and movement. Among them, consider themselves the cultural activities with leisure purposes, expression of feelings, affections and emotions, and with possibilities for promotion, recovery and health maintenance. (BRASÍL, 2000, p. 24).

Our sixth challenge was indagá them about how it would be an ideal class of EF.

Figua 5: How would an ideal physical education class in your design?

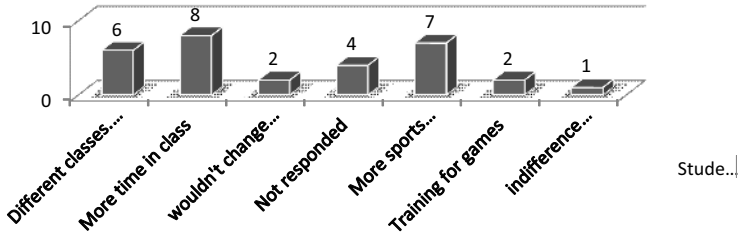


Figure 5 shows that students want the EF had a longer time, as well as point you would like in class there were more sports practices.

It is necessary that the EF professionals understand that their lessons must allow their students knowledge. This knowledge must be taken by the students beyond the school walls. For this when you think exclusively in sports as school content, your practice needs to break up with the technicality and the offer of a few methods so students can enjoy the greatest possible number of sports experiences, because school can be the only space where the practice of sport can be experienced by a large proportion of students.

CONCLUSIONS

The completion of this survey enabled us a wide reflection on students ' perception about the contents of the sport as practiced in EF in elementary and high schools.The answers showed that the number of classes is not enough, and it is necessary to increase the number of such classes. In relation to what drives these students to participate in these classes, sports practices was the most cited, showing that students only experience most of the time the sport.

The ideal of EF class pointed to by the students is that they possess a longer time of school to sports practices, in detriment to other activities such as wrestling, dance, fun and games. Therefore it is necessary that the EF teachers reflect on the goals of the sport as content in class. Don't expect more than just students learn the procedural dimension of a class the EF teachers also value the attitudinal dimensions and conceptual contents.

Finally we believe that it is still necessary to improve many classes of EF. For this it is essential to invest in the training of teachers so that they can use the infinite possibilities of existing sports in order to encourage the participation of all.

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