22 - THE FUTSAL PHENOMENON IN SCHOOL: ANALYSIS OF CULTURAL EXPRESSIONS IN THE PHYSICAL EDUCATION

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INTRODUCTION

This article arises from interest in being understanding through literature review, the cultural manifestation of futsal sport in physical education classes, since the former has clearly a hegemonic position in the latter. Not rare are the situations in which teachers wishing to incorporate different practices in their classes (or not so well differentiated - basketball, volleyball and handball - not much else), but encounter difficulties and rejections from students being taught in other modalities in their classes.

Clearly, except for a few schools, futsal is a major attraction for students possibly being contemplated and practiced in more free time for themselves, regardless of age. This passion, and even addiction, practice mode, suggests an earlier historical and cultural context of the Physical Education classes and has culminated in that school discipline. What is noticeable is that many teachers end up being hostages of this phenomenon and do not perform other activities that could be attractive and important to the experience of students at the school. "Accept" the cultural event (read: cultural reproduction, as most times the sport, in general, not receive a pedagogical treatment necessary for the purposes of the school), failing to apply differentiated activities in Physical Education, makes that the teacher is the only one player summed culture already imposed by society, no longer performing their role as educators.

Starting addition, this text is aimed at recovering most, through literature review, the cultural trajectory of futsal culminating in the most used mode hegemonic position within the content of physical education, sport. Based on the reading, and this text description, research the cultural backgrounds present in the form of indoor soccer and reflections of some authors on educational interventions teacher in PE classes. Searching through the theoretical framework, a better understanding of the phenomenon futsal in Physical Education, with the aim of understanding their historical and cultural roots as well to maybe propose interventions in pedagogical practice that does not privilege a single manifestation of body culture.

THE FUTSAL FOOTBALL: HISTORICAL AND CULTURAL TOUR

Be pinpointed on the origins of futsal, has not been easy. As stated Belo and Alves (2008), who created the report mode, is almost impossible, and the list as structural assumptions, Brazil and Uruguay, countries with large historical moments that have marked the history of the sport. The discussion on the subject began from the early 30's of last century, in which the YMCA (ACM) provided exchanges between teachers of physical education throughout the world, thus bringing the exchange of experiences and proposals. There is great controversy about the origin of the sport, with two streams of thoughts about its history. Brazilians do not know that by visiting the YMCA of Montevideo, Brazil took the habit of playing football on a basketball court, or met a novelty to arrive there, and returning, broadcast nationwide in the practice (Voser gone; Giusti 2002).

In the Brazilian version, Belo and Alves (2007) believe that same time, the ACM São Paulo, practice futsal within potential sites already owned recreational character and considerable growth of fans interested in the practice of soccer, such mode, leading to the belief that the origin of futsal would be in Brazil.

From the above, it is argued in this paper the idea that the origins of futsal has been in Uruguayan land, but its expansion and structure are due to Brazilian efforts, similar to what happened with the football. In this case, it earns evidence in our country from the year 1894, brought from England by the then student Charles Miller. Therefore, with the arrival of the supposed "football played on indoor courts", the futsal was differentiating the football and gaining popularity with the introduction of specific rules, with several blocks distributed throughout the country, with the emergence and growth of sports schools. The excitement and pleasure that brought the sport and brings to its practitioners, as a dynamic game, characterized by moves at high speed. All this and more has made the futsal became the phenomenon that we have today.

In this direction, we believe that the sport has gone through different stages in their culture, since it was brought to Brazil by the phenomenon we have today. Present in any environment that has a simple ball and is conducive to the practice of their game with different rules implemented by the children, containing key ingredients, football has become one of the most requested and activities practiced by students during physical education classes and outside it.

Thus, "the sport is now present both in school and out of her life, and children, even during short intervals of recreation and school entry, are faced with the game" (Voser; GIUSTI, 2002, p. 91). In this context, the authors add that the school became space used for the preparation of student teams where the coach (teacher), aims at representing the institution (school) in school plays culminating in one of the factors that lead students sought the sport within the school environment.

THE HEGEMONY CONTENT OF SPORT IN PHYSICAL EDUCATION CLASSES: THE SUPREMACY OF THE FUTSAL

The sport is present in routine childhood is the school and / or beyond the walls of school life. Many games created by them (children) are brilliant, with making their own rules, being held in different dimensions of space and alternative materials, instigating imagine, cultivating the power to solve problems individually and collectively by the students, which in this case is nothing more than organize the aspects that are essential for them to occur running the game they created.

According to Voser and Giusti (2002) in school sports has an irreplaceable role in the teaching-learning process, This is not only being considered as the content of EF, but assuming a gas motivator, in which children show by performing activities proposed by teacher. His personality, thus enabling greater knowledge of each student by the teacher, facilitating interventions and aspects that should be experienced by students. To Rezer and Saad (2005) the teaching of sport should not be summed up in just technicalities, but also supported the development of important values for human relations, such as social inequalities.

In a brief analysis, it is easy to see that most schools have sports court, and the ball, one of the most appreciated and manipulated objects by children within the school and outside it. It is believed that this is one of the factors that has contributed to the growing supremacy of futsal in PE classes. For Voser and Giusti (2002), the balls can be made from different materials, such as balls of paper, middle, crushed cans, and any other material that is accessible. In this direction, the taste for the ball, the influence of the media, stories of players who report the onset of his sporting career within the school environment, foster the passion for the sport practice and thus dreams are fed targeting future success in the sport.

CONCLUSION

It can be argued that because of the cultural tradition that football presents the superiority of futsal in turn, as the preferred activity of students, will be in PE classes, even though the teacher to plan and have goals that are deployed in their classes, targeting different content. However, teachers cannot be hostages of this "culture", accepting the sport as sole content of physical education in schools, inhibiting the existing culture of this movement in several areas at EF, which should be presents and experienced by learners, only by that it stands on the preference of the students.

From this short discussion started here, we know that is not easy to do with children to create a taste for the practice of other activities, without aversion on the part of students with the teacher and the classes take place. As noted in the text, futsal contains a historical and cultural journey rooted in Brazilian society through football and diffused by the children throughout their lives, especially for school practice. Thus, the teacher should be aware that the culture of the sport (futsal) need not be denied, but that it must seek alternatives in order to captivate the students to perform different activities along with practice mode so beloved by large the students. Relying on the excuse that the students do not like other things is not appropriate, since the students themselves, culturally, know little about other bodily practices than those promoted in Physical Education and therefore can not claim that not like "other things", if indeed not the know.

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THE FUTSAL PHENOMENON IN SCHOOL: ANALYSIS OF CULTURAL EXPRESSIONS IN THIS CLASSROOM PHYSICAL EDUCATION

ABSTRACT

This text refers to the futsal phenomenon found in Physical Education. Based on the literature review, we sought to understand through the historical and cultural recovery mode on the facts that led to the dominance of this sport in schools and beyond. Starting addition, teachers end up suffering aversion on the part of the students by providing different activities and thus become hostages often this practice. Inhibiting the ability of the child to experience other manipulative movements that involve the ball, thus helping more and more to that futsal is seens as the only content of Physical Educations classes.

KEYWORDS: Body Culture; Physical Education; Futsal

LE PHÉNOMÈNE FUTSAL À L'ÉCOLE: ANALYSE DES EXPRESSIONS CULTURELLES DANS CETTE CLASSE D'ÉDUCATION PHYSIQUE

RESÚMÉ

Ce texte fait référence au phénomène de futsal trouvé en éducation physique. Basé sur la revue de la littérature, nous avons cherché à comprendre à travers le mode de récupération historique et culturel sur les faits qui ont conduit à la domination de ce sport dans les écoles et au-delà. À partir outre, les enseignants finissent par souffrir aversion de la part des étudiants en offrant différentes activités et ainsi devenir otages souvent cette pratique. L'inhibition de la capacité de l'enfant de connaître d'autres mouvements de manipulation qui impliquent la balle, contribuant ainsi de plus en plus que le futsal est considéré comme le seul contenu de cours d'éducation physique.

MOTS-CLÉS: Culture du corps; L'éducation physique; Futsal

EL FENÓMENO DE FUTSAL EN LA ESCUELA: ANÁLISIS DE LAS EXPRESIONES CULTURALES EN LA CLASE DE EDUCACIÓN FÍSICA

RESUMEN

Este texto se refiere al fenómeno de fútbol sala que se encuentra en la Educación Física. Con base en la revisión de la literatura, hemos tratado de entender a través del modo de recuperación histórica y cultural sobre los hechos que condujeron al predominio de este deporte en las escuelas y fuera de ella. A partir Además, los maestros terminan sufriendo la aversión por parte de los estudiantes, proporcionando diferentes actividades y convertirse así en rehenes a menudo esta práctica. La inhibición de la capacidad del niño para experimentar otros movimientos de manipulación que implican la pelota, por lo tanto ayudando a más y más para que el fútbol sala es vista como el único contenido de clases de Educación Física.

PALABRAS CLAVE: Cultura del cuerpo; Educación Física; Fútbol Sala

O FENÔMENO FUTSAL NA ESCOLA: ANÁLISE DA MANIFESTAÇÃO CULTURAL PRESENTE NA AULA DE EDUCAÇÃO FÍSICA

RESUMO

O presente texto refere-se ao fenômeno futsal encontrado nas aulas de Educação Física. Tendo como base a revisão da literatura, buscou-se compreender através do resgate histórico-cultural referente à modalidade, fatos que culminaram para a hegemonia da modalidade presente no âmbito escolar e fora dele. Partindo disso, professores acabam sofrendo aversão por parte dos alunos ao apresentar diferentes atividades, e assim tornam-se reféns, muitas vezes dessa prática. Inibindo a possibilidade da criança vivenciar outros movimentos manipulativos que envolvam a bola, assim auxiliando cada vez mais para que o futsal seja visto como o único conteúdo das aulas de Educação Física.

PALAVRAS-CHAVE: Cultura corporal; Educação Física; Futsal