## 42 - STRENGHT TREINING FOR BASIC SCHOOL STUDENTS

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### INTRODUCTION

According to Cunha (1980, p.16), education “is recognized as a variable, strategic politic that is able to intensify the income growth, produce modernization or built a fair society." So, to insert students in the world of the culture of the body or of movement in a critical way is a school physical education specific job, because of that it is linked to education because through it it's possible to structure a citizen with seriousness and desire to fight for their rights and seek the understanding of the reasons of the laws adopted by the society. When using dialogue as a way to prevent conflicts and select group decisions, the students when adults will have the exact idea that citizenship is also political and social participation, so when attitude of solidarity to others, cooperation and respect for all, the physical Education will execute your main function: structure values.

About the strength training, many people still think that this training if applied before adult age, it can interfere in a negative way on physical growth of the individual. However, strength training when placed in schools doesn't have the goal of aesthetic but the purpose of physical aptitude, prevention and therapeutic that will contribute to the body development of its practitioners (Godoy, 1994). The strength is a physical quality related quality to life quality and functional independence. The problem situation of the study was to determine whether the strength training is being used in schools as content of Physical Education.

Because of the importance of physical activity when the subject is health and quality of life and the growing incidence of health problems related to hypokinesias in children and adolescents, the study may contribute to a better understanding of the phenomenon and provide guidelines for the intervention of physical education teachers in these situations.

The main objective was to verify if the strength training is being used as content of the Physical Education in Região dos Lagos in the cities of Barra de Sao Joao and Rio das Ostras in the State of Rio de Janeiro. Other objectives classified as intermediary were to investigate whether the school professionals of physical education are capable to apply strength training, check the ways of usage of this training in school and investigate the factors involved in the execution of strength training in school.

### METHODS:

The accomplished study is a descriptive research, which according to Thomas and Nelson (2002), is a sort of study which cares about the status, with the inclusion as techniques surveys, which takes care to determine the practices or views through a specific population.

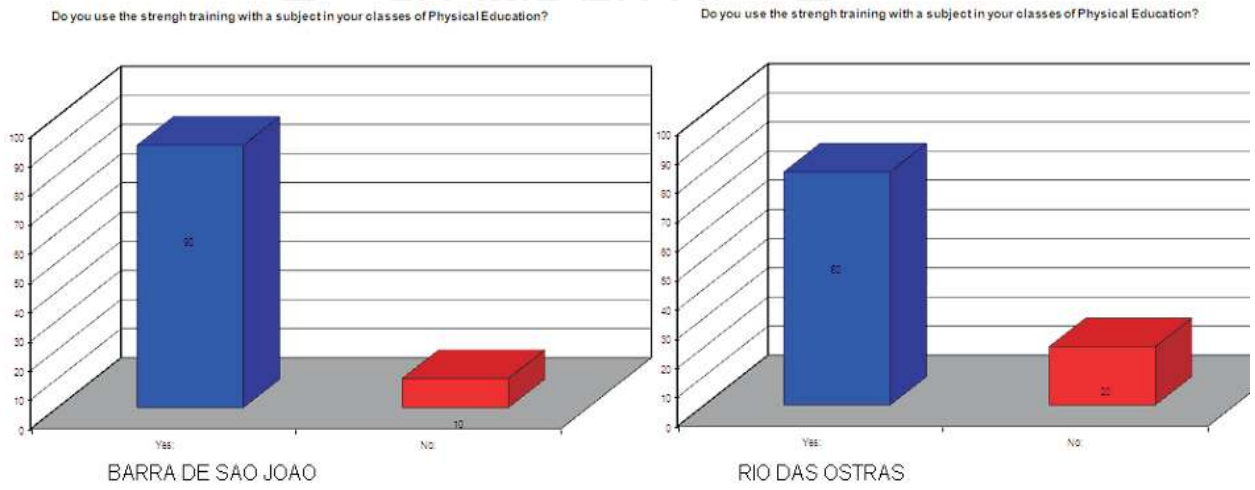
The sample included 20 teachers of different genders, working in physical education in public and private school (1st to 9th grade) of the towns of Barra de Sao Joao and Rio das Ostras, determined by the criterion of convenience, in relation to the interest in the participation in the study. The inclusion criterion adopted the condition that the school has to be properly registered on MEC and with physical education teachers, registered on CREF or on MEC.

It was used a questionnaire validated by Cordeiro (2007), using the procedures of validity of content described by Morrow (2006), containing closed and open questions intended to investigate the application of strength training as a subject in Physical Education classes.

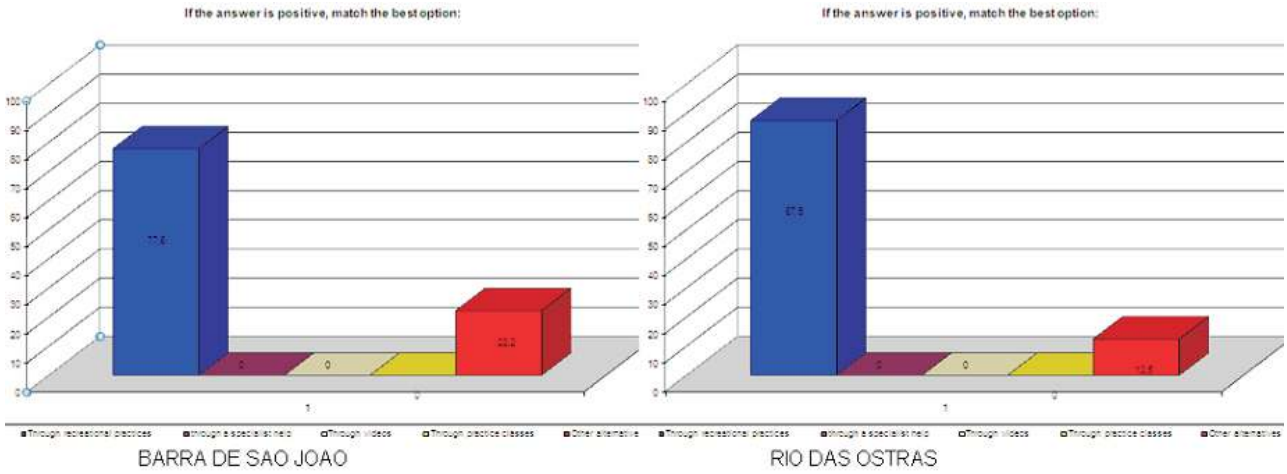
The statistical analysis utilized descriptive techniques, specifically the percentage frequency.

### PRESENTATION OF THE RESULTS:

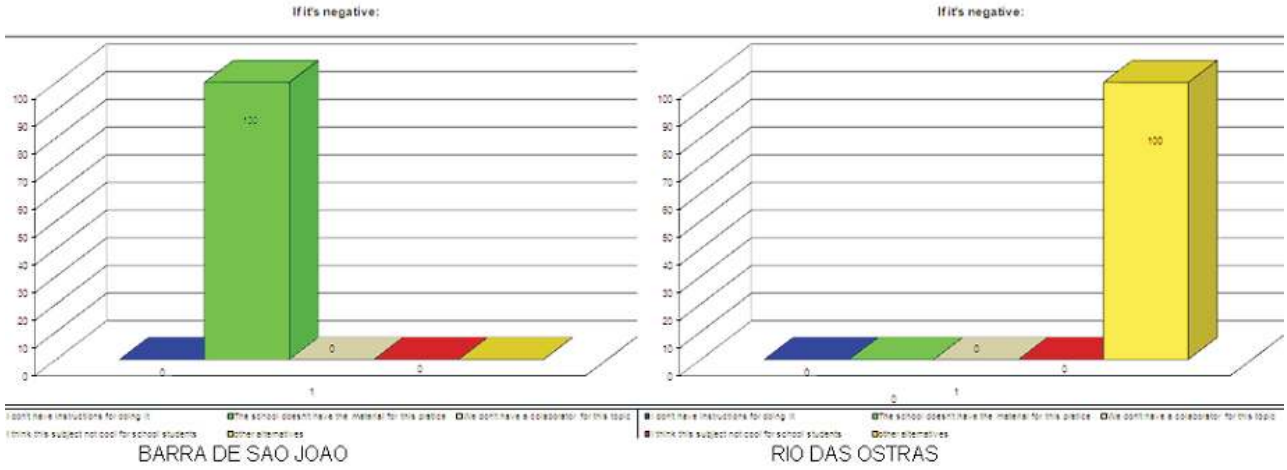
In graphs 1 to 4 below are presented the percentage frequencies obtained in each of the questions applied to teachers of Rio das Ostras and Barra de São João - RJ:



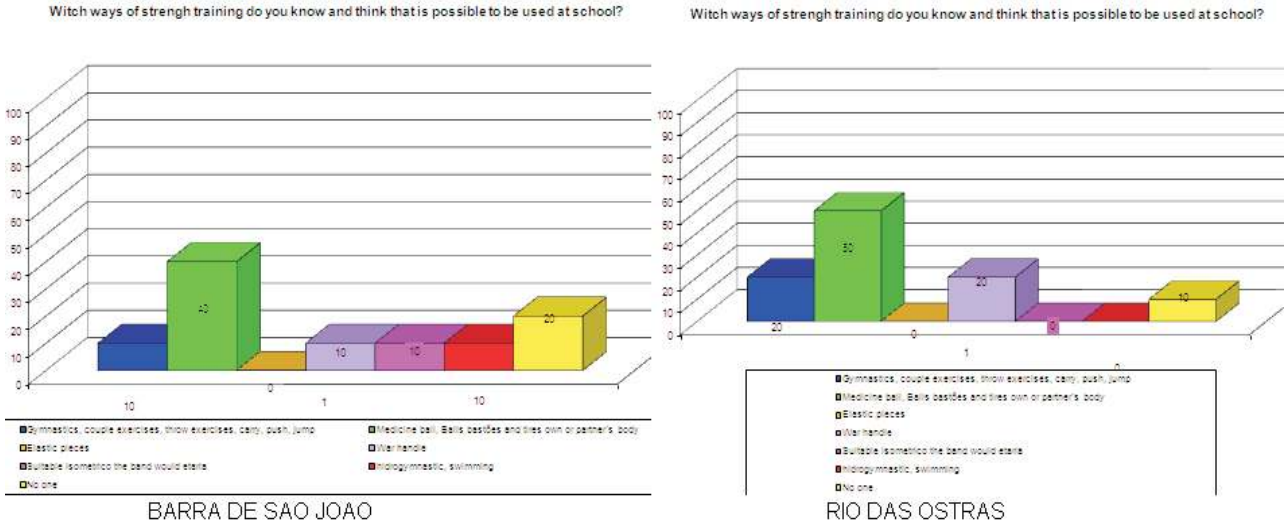

Graph I.




Graph II.




Graph III.




Graph IV.

**CONCLUSION:**

It was verified that in both cities the Physical Education professionals apply strength training in their classes, but more frequently in Barra de Sao Joao (90%), while in Rio das Ostras, just 80% use (Graph I).

Those who use this method both in Barra de São João and Rio das Ostras, do through recreational practices (80%), probably the most appropriate way for this situation (Graph II).

In both Barra de São João and Rio das Ostras, most professionals who use strength training utilize the usage of material resources, that is, through exercises with tires, bats, balls, and own body weight or partner (Graph IV).

In this sense, it was proofed that teachers in both cities are qualified to apply the subject, those who do not apply, said the main factor is the lack of conditions for this practice in the school (Graph III). What is expected from the application of the strength training in schools, with the clear intention of improvement of other physical qualities, perform the improvement of the human being and consequently their functional independence in the present and future. In a study made by Duarte (2007), aimed to investigate whether teachers of Physical Education from basic School of Cabo Frio, use the physical strength in their classes, verify if the school has material conditions for such work, point if teachers apply this training in a recreational manner. The results show that 33% of the sample reported the usage of strength training in their Physical Education classes, only 4% of the interviewee said that the schools provide materials to use in class and 100% indicates that the best way to apply this training would be recreational way.

According to Duarte (op.cit, p.30), the physical education teachers of basic schools in .Cabo Frio city do not develop the strength training in their classes and presented as intervening factor the teachers' dissatisfaction with the space provided by the school.

Sousa (2008) aiming to identifying the utilization of the application of the physical quality strenght in high school in Cabo Frio - RJ and identify which materials are used to supplement these classes it was found that 60% of teachers analyzed apply the strength training in their classes, but don't apply it in a properly way in order to develop this quality with a view of sport improvement in other modalities, and only 30% use this training using the own body weight or colleague one.

It was found that even being Cabo Frio, Rio das Ostras and Barra de São João cities very close to each other, the differentiation of the application of this type of training is big, because in Cabo Frio in agreement to Sousa Duarte, teachers do not use this method in their classes, and the few who use it, do it in a wrong way, only 30% of the sample use it through the own body weight or partner and the intervening factor of this practices highlighted by them is the dissatisfaction of teachers with the space provided by the school. In Rio das Ostras and Barra de São João, the teachers are well qualified, because almost the entire sample use this kind of training, do it in a recreational manner through the own body or partner use, but put the same intervening factor in evidence, that is the lack of conditions provided by the school.

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**STRENGHT TREINING FOR BASIC SCHOOL STUDENTS**

**ABSTRACT:**

The strength training added in schools aims to promote physical condition, prevention and therapy that will contribute to the body development of students (Godoy, 1994). Strenght is a physical quality related to the quality of life and functional independence. In this sense, was performed a descriptive research with 20 professionals of Physical Education of Rio das Ostras and Barra de São João in Rio de Janeiro that work in schools from 1st to 9th grade in order to verify the degree of knowledge of them in relation to the application or not of the strength training in their classes, how they are applied, what are the factors involved and about the ways of procedure known. The results show that teachers in both cities apply strength training in their classes, in Rio das Ostras about 80% of the sample and in Barra de Sao Joao 90% and apply it in a recreational way about 80%. About 50% of the interviewee said they apply it using the body's own weight or the colleague one. The intervening factor mentioned by Barra de São João, reaching 100% of the sample was the lack of material structure in education, a fact not mentioned by the teachers of Rio das Ostras. As a result, it is noted that teachers from both cities are qualified to apply the topic. Comparing the study of Rio das Ostras and Barra de São João with two other studies that were made in Cabo Frio, it was found a very big difference in relation to the execution of this training, because in both researches that were made in Cabo Frio, teachers said they don't use this method in their classes, the few who use it, apply it in a wrong way and pointed out also as intervening factor the lack of conditions of the school.

**KEY WORDS:** Physical Education/Strength Training/School

**ENTRAINEMENT DE FORCE A L´ECOLE POUR LES ELEVES DE L´ENSEIGNEMENT FONDAMENTAL**

**RESUME:**

L´entraînement de force proposé dans les écoles a pour objectif de promouvoi l´aptitude physique, de prévenir contre les problèmes physiques et thérapeutiques qui contribueront au développement corporel des élèves (GODOY 1994 ). La force est une qualité physique en rapport avec la qualité de vie et l´indépendance fonctionnelle. Ainsi va s´effectuer une recherche descriptive avec 20 professionnelles de l´éducation physique de Rio das Ostras et de Barra de São João dans l´état de Rio de Janeiro. Ils vont travailler dans les classes scolaires de première à la neuvième année, avec l´intention de vérifier leur niveau de connaissance en relation à l´application ou non de l´entrainement de force dans leurs classes. Les facteurs d´interventions et leurs connaissances sur la façon de l´appliquer seront observés. Les résultats montrent que les professeurs des deux villes appliquent l´entraînement de force dans leurs classes, à Rio das Ostras le résultat est presque à 80% de l´échantillon analysé et à Barra de São João à 90%. L´application de forme ludique arrive à 80% et environ 50% des échantillons affirment qu´ils utilisent le poid du propre corps ou celui de leurs collègues. Les facteurs d´interventions montraient pour la ville de Barra de São João un résultat arrivant presque à 100% de l´échantillon analysé, indiquant des mauvaises structures sportives de l´école. Ceci n´a pas été mentionné par les professeurs de Rio das Ostras. Ainsi, nous remarquons que les professeurs des deux villes sont qualifiés

dans la pratique de l´entraînement de force. En comparant les recherches sur les villes de Rio das Ostras et Barra de São João avec deux autres études réalisées à Cabo Frio, nous obtenons une très grande différences sur l´application de cet entrainement, nous avons pu constater que sur les deux recherches faites à Cabo Frio, la majorité des professeurs affirmaient ne pas utiliser cette méthode dans leur classe. Le peu de professeurs qui pratiquaient cet entrainement ne le faisaient pas correctement et montrent toujours que les facteurs interventions proviennent de la mauvaise structure sportive de l´école.

**MOTS CLÉS :** Education Physique / Entrainement De Force / Ecole

**ENTRENAMIENTO DE FUERZA EN LA ESCUELA PARA ESTUDIANTES DE ENSEÑANZA PRIMARIA**

**RESUMEN:**

El entrenamiento de fuerza aplicado en las escuelas tiene como objetivo promover la aptitud física, profilaxia y terapia que contribuirán para el desarrollo corporal de los alumnos (GODOY, 1994). La fuerza es una característica física relacionada con la calidad de vida e independencia funcional. En este sentido, se efectuó una investigación descriptiva con 20 profesionales de Educación Física de Rio das Ostras y Barra de São João en el Estado de Rio de Janeiro, actuantes en el área escolar del 1º al 9º año, con la intención de verificar el grado de conocimiento de los mismos en relación a la aplicación o no del entrenamiento de fuerza en sus clases, de que manera son aplicados, cuales son los factores que intervienen y sobre las formas de aplicación conocidas. Los resultados apuntan que los profesores de ambas ciudades aplican el entrenamiento de fuerza en sus clases, en Rio das Ostras llegando a 80% de la muestra y en Barra de São João a 90% y lo aplican de forma lúdica llegando a 80%. Cerca de 50% de los entrevistados afirmo que lo aplica utilizando el peso del propio cuerpo o el de un compañero. El factor que interviene apuntado por Barra de São João, llegando a 100% de la muestra fue la falta de estructura física escolar, hecho no mencionado por los profesores de Rio das Ostras. Siendo así, se nota que los profesores de ambas ciudades están calificados para la aplicación del tema. Comparando el estudio realizado en Rio das Ostras y Barra de São João con otros dos estudios hechos en Cabo Frio, se obtiene una diferencia muy grande en relación a la aplicación de ese entrenamiento, pues en ambas investigaciones hechas en Cabo Frio, los profesores afirmaron no utilizar ese método en sus clases, los pocos que lo utilizan, lo aplican de forma equivocada y apuntaron también como factor que interviene en esa práctica la falta de condiciones de la escuela.

**PALABRAS CLAVES:** Educación Física/Entrenamiento De fuerza/Escuela

**TREINAMENTO DE FORCA NA ESCOLA PARA ESTUDANTES DO ENSINO FUNDAMENTAL**

**RESUMO:**

O treinamento de força inserido nas escolas tem como objetivo promover a aptidão física, profilaxia e terapia que contribuirão para o desenvolvimento corporal dos alunos (GODOY, 1994). A força é uma qualidade física relacionada à qualidade de vida e independência funcional. Neste sentido, foi efetuada uma pesquisa descritiva com 20 profissionais de Educação Física de Rio das Ostras e Barra de São João no Estado do Rio de Janeiro, atuantes na área escolar do 1º ao 9º ano, com intuito de verificar o grau de conhecimento dos mesmos em relação à aplicação ou não do treinamento de força em suas aulas, de que maneira são aplicados, quais são os fatores intervenientes e sobre as formas de aplicação conhecidas. Os resultados apontam que os professores de ambas as cidades aplicam o treinamento de força em suas aulas, em Rio das Ostras chegando a 80% da amostra e em Barra de São João a 90% e o aplicam de forma lúdica chegando a 80%. Cerca de 50% dos entrevistados afirmou aplicá-lo utilizando o peso do próprio corpo ou do colega. O fator interveniente apontado por Barra de São João, chegando a 100% da amostra foi à falta de estrutura física escolar, fato não mencionado pelos professores de Rio das Ostras. Assim sendo, nota-se que os professores de ambas as cidades estão qualificados para aplicação do tema. Comparando o estudo realizado em Rio das Ostras e Barra de São João com outros dois estudos feitos em Cabo Frio, obteve-se uma diferença muito grande em relação à aplicação desse treinamento, pois em ambas as pesquisas feitas em Cabo Frio, os professores afirmaram não utilizar esse método em suas aulas, os poucos que o utilizam, o aplicam de forma equivocada e apontaram também como fator interveniente dessa pratica a falta de condições da escola.

**PALAVRAS CHAVES:** Educação Física/Treinamento De Força/Escola

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