192 - TEAM SPORTS IN THE CLASS OF PHYSICAL EDUCATION IN THE ELEMENTARY COURSE IN THE CITY OF XANXERE, SANTA CATARINA.

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1 INTRODUCTION

Classes of physical education developed and altered in the last few decades. Over 130 years ago, when classes of physical education were introduced as a compulsory academic subject in the Brazilian schools, its main objective was keeping discipline and obedience and preparing people to the military service (Marinho, 1985).

Thus, this academic subject fulfilled and still does the socio-pedagogical activities that, during the 1930s and 1940s and from the 1950s on from the last century they were similar to the military service that determined their aims, contents, methodology and evaluation.

The physical education was misunderstood to the sport between the 1960s and 1970s having political interests that tried to get some benefits from it. So, the sport was developed in the school content in a technical way and was used since the first levels of the elementary course (Kuns, 2001). In that time there were people that used to criticize this early practice to the game because the subject was seen as sport and it was compulsory since the elementary course.

However, this academic subject hasn't been developed in a meaningful way using a great approach of the contents. They are only seen as a sportive practice, mainly to the most important games such as volleyball, basketball, handball, soccer and soccer indoor reducing the get knowledge about the body and the culture of the student. This tendency of development of the team sport modalities at school as the only way to the physical education understanding, may be seen the classes as a sport training.

Nowadays the sport games are a socio-cultural reality that takes an important place in the society. The importance of the team sports is a characteristic of the game and it is necessary to the development and multi-lateral formation of the human being (Garganta, 1992).

The name 'sport games' reminds us to a reflection about the following modalities; basketball, volleyball, handball, soccer and soccer indoor. In the physical education class - in the most of the schools - the sport games have taken the main activity and they are also practiced in clubs and other institutions as a competition or just in order to make people have fun (REIS, 1994).

The contents in a physical education class, mainly in sports games, have been seen as fundamental for the professional of this area because since the beginning of the activities as teachers they have discussed about them. We haven't found any bibliography that can give us clear answers.

Thus, the general aim of this investigation has been to check out the sports contents taught by the teachers in the classes of physical education in the elementary level.

As specific aims, we propose:

· To identify and register the most often sport contents (activities) practiced in the classes of physical education in the elementary level.

· To check out possible differences in the acting of teachers and students in these activities.

· To compare the sport content taught in the fifth, sixth, seventh and eighth level of the elementary course.

Bearing in mind the concern of this investigation, that is to check out what has been really done in the classes of physical education, and the opportunity of doing it, we believe that it has found its reason in trying to offer useful information to improve the quality of the intervention with children and young people. We'd like to contribute to the improvement of the quality of the process of teaching and help in the development of the programs of training of future teachers of physical education.

We've chosen the elementary level classes because it's in this stage that people become aware of the importance of physical education. A wide knowledge in the contents of physical education during the elementary level may provide a bigger number of experiences in this level and, consequently, when they grow older.

It's after the knowledge of the taught contents that is possible to elaborate strategies to create a social net of support using the sport and the physical activity as one of the processes that may generate the wellness and quality of the children's lives.

2. METHODOLOGICAL PROCEDURES

This study is based in an exploratory descriptive research. Students from the fifth to the eight grade and two teachers of public schools of the city of Xanxere were analyzed in this work.

We've collect data through observation of classes using a camcorder and later transcription in observation cards. We've used similar procedures to the ones used by Stefanello (1999) to analyze the processes that occur in the training with children and young people.

The data collected were done by the researchers during the period of July to November of 2005. 30 classes of physical education were observed in each level of the elementary course.

In the statistic analysis it was used the measurements of frequency and percentage frequency to describe the following results.

3. RESULTS

We'll present the observations taken in the classes of physical education. 30 classes of physical education were observed - from the fifth to the eighth level - and two public schools (15 classes from the school A - fifth, sixth and seventh grade - and 15 classes from the school B (sixth, seventh and eighth levels). Each class took about 45 minutes and was in the gym of the school, in the classroom or in an indoor area.

First, we'll present the activities done in the school A.

1- Frequency and percentage of frequency of the activities developed in the classes of school A

Activities	5TH level	6TH level	7TH level	8TH level
List of presence				
Talking to the teacher				
Warming up with no ball				
Technical activity				
Game				
Relaxing				
Total				

We've observed in school A that there's a standard of activities to be followed by the teacher. The list of presence, talking, warming up, technical activities, game and relaxing occur very often in all the levels.

The most frequent activities are: warming up without the ball and relaxing.

In the following 2, 3 and 4 charts we'll present the activities of soccer indoor developed in the school A.

2 - Frequency and percentage of frequency in the futsal activities - school A.

Activities	5th level	6th level	7th level	8th level
Dribble				
Passé				
Receiving				
Shot				
Defense				
Game				
Total				

We've observed in this chart that the teachers use the same ways of teaching in different levels. The activities of dribble, passé, receiving, shot and defense were used in the same proportion in each level, except for the game that was used more than once on the 6th grade.

3- Frequency and frequency of percentage of volleyball in the school A.

Activities	5th level	6th level	7th level	Total
Saque				
Manchete				
Toque				
Game				
Total				

The chart 2, related to volleyball, shows several activities. While on the 5th level exercises such as saque, manchete e toque were practiced, on the 6th and 7th levels only the game was practiced.

The 8th grade hasn't played volleyball during the period of observation.

4 - Frequency and frequency of percentage of basketball in the school A.

Activities	5th level	6th level	7th level	total
Dribble				
Throw in				
Game				
Total				

The chart 3 shows that, in basketball, the 5th and 6th levels of the school A only the game was practiced. However, on the 7th level dribble and ARREMESSO were practiced but not the game.

In the school B, the charts 5 and 6 show the results in the classes.

5- Frequency and frequency of percentage of soccer indoor in the school B.

Activities	6th level	7th level	8th level	Total
List of presence				
Talking to the teacher				
Transiction				
Warming up with no ball				
Game				
Water drinking				
Total				

As we can see in the chart number 5 there's a standard of activities to be followed by the teacher in the different levels (like in the school A). On the other hand, we must consider that the technical activities were not done.

Unlike the activities observed in the school A (chart 1), in the school B the teacher used to allow students to drink water during the activities and students used to spend time during one and another activity or to get them over after an activity. It is showed that the teacher of the school A didn't use to allow students to do things such as drinking water, relaxing, etc.

The warming ups were practiced in all the levels. However, relaxation activities were practiced in school A and they are important to the students because the activities reduce the cardiac frequency and respiratory movements were not done in any classes.

6 - Frequency and percentage of frequency of the games developed in the classes of the school B.

Games	6th level	7th level	8th level	Total
Volleyball				
Soccer indoor				
Total				

Considering the games in the school B the chart presents the volleyball (60%) as the game more practiced in all the levels and the soccer indoor as the second.

Conclusion

In the classes of physical education the organizational form usually doesn't alter. In the beginning of the classes the teachers always call the students through the list of presence. The activities are usually practiced in the outside area; the classroom is usually used when it's raining. The teacher calls the students to the first activity demanding silence and attention. Besides the teachers have a similar styles of teaching, each one has their own characteristics in the way they treat their students, demand the correct fundaments, in the way they return to the classroom and even in the behavior when practicing sports.

While investigating the content developed in the classes to teach sports in the different levels in the elementary course, we've concluded that the sportive contents are treated in a different way from the teachers. The teacher of the school A concerned the theory but the teacher in the school B didn't concern the practice. Thus, we've concluded that a teacher follows a more traditional way sharing the game in parts and then teaching it and another teacher follows a way that teaches the game by itself.

We've concluded that the teachers in general present and develop the contents in the same way in the different levels of the elementary course. During the classes we've observed a direct methodology basically centered in the technical elements of the game. The evidence confirm the use of a traditional pattern supported in the methodology of training that is typically used in the sport of alto rendimento.

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ABSTRACT

The aim of this study is to check the contents taught by the teachers in the class of Physical Education. It is an exploratory descriptive study. Students from the fifth to the eight grade and two teachers of public schools were analyzed in this work. The data were taken between July to November of 2005 and thirty classes were observed. We used similar schema to the procedures used by Stefanello (1999) to analyze the contents in the classes. In the analysis of the data we used the frequency measurement and the percentage of frequency to the description of the results. Considering the modalities, volleyball (60%) was the most used in all the groups, then soccer indoor (40%). Students have had games in most of the time (34,3%) and technical exercise (28,5%). We've observed that part of the time in class was used with the transition among the activities, checking the presence or absence of the students in the class and time spent to drink water. The activities of technical information (63,7%) worry the teachers a lot. We've also observed - relating to the conditions of the realization of the tasks - that there's no sequence relation of content among the exercises in the most of the progressions done. The most frequent teachers' action was making all the decisions and supervising. We haven't found any evidence confirming that teachers concern about gradually increasing the execution of exercises and improving specific details. We've found that teachers show and develop in the same way the contents in different levels of the elementary school. A traditional pattern has been used.

Key words: sports, elementary level, physical education.

OS ESPORTES COLETIVOS NAS ULAS DE EDUCAÇÃO FISICA DO ENSINO FUNDAMENTAL: UM ESTUDO DA REALIZADE DE XANXERÊ (SC)

RESUMO

Este estudo teve por objetivo verificar os conteúdos esportivos selecionados e ministrados pelo professores nas aulas de Educação Física do ensino fundamental. O estudo caracterizou-se como descritivo-exploratório. A amostra foi composta de alunos da 5ª. à 8ª. séries do ensino fundamenta e dois professores de duas escolas da rede estadual de ensino de Xanxerê (SC). A coleta de dados foi realizada durante o período de julho a novembro de 2005. Foram observadas 30 aulas do ensino fundamental. Como instrumentos, utilizou-se o esquema similiar aos procedimentos utilizados por Stefanello (1999), para analisar os conteúdo das aulas. Na analise dos dados forma utilizadas as medidas de freqüência e freqüência percentual para descrição dos resultados. Como resultado, considerando as modalidades, o voleibol (60%) foi a mais realizada em todas as séries, seguida do futsal (40%). A maior parte do tempo gasto nas aulas é com as atividades de jogo (34,3%) e exercício técnico (28,5%). Observou-se que parte do tempo da aula era com transição entre as atividades, realização de chamada e pausa para tomarem água. As atividade de fundamentação técnica (63,7%) constituem a maior preocupação dos professores. Em relação as condições de realização das tarefas, constatou-se não haver relação seqüencial de conteúdo entre os exercícios na maioria das progressões realizada. A conduta mais freqüente dos professores foi a de toma praticamente todas as decisões e supervisionar. Com relação á professores de aumentar gradativamente a execução dos exercícios e aperfeiçoar detalhes específicos. Conclui-se que os professores, de um modo geral, apresentam e desenvolvem da mesma maneira os conteúdo nas diferentes séries do ensino fundamental. As evidencia confirmam a utilização de um modelo tradicional, própria do esporte de alto rendimento.

Palavras-chave: esporte, Ensino Fundamental, Educação física.