

44 - VOCATIONAL TRAINING IN RHYTHMIC GYMNASTICS: CENTER OF EXCELLENCE CAIXA YOUTH PLEDGE OF GYMNASTICS

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Introduction

The Brazilian Gymnastics has been deployed widely in recent years, there are talents being developed frequently leading the name of the country as an important name in the area of gymnastics. Based on these excellent results, the Brazilian Confederation of Sports, through its chairman Vicélia Angela Florenzano, has drafted a project for expanding the practice of sports and search for new talent involving two of her Olympic disciplines: the Rhythmic Gymnastics and Artistic Gymnastics.

In May 2008, in the city of Curitiba, the Brazilian Confederation of Gymnastics and Caixa Econômica Federal performed the official launch of the Project for Excellence Center Caixa Youth Pledge of Gymnastics. This is a project that includes fourteen States Brazilians with eighteen Centers of Excellence for the practice of Gymnastics, and nine of Artistic Gymnastics (male and female) and nine of Rhythmic Gymnastics (female only mode).

The central idea of this initiative is to nurture the practice of sports gymnastics, detect young promises in the area, train new technicians and disseminate lessons, to have a real "School of Brazilian Gymnastics", based on the methodology used to achieve the good results obtained by international Brazilian gymnastics in recent years. The initial work of the project is carried out with children between five and nine years old and every one of the venues (National Centers of Excellence) should be able to serve up to 150 children.

It is important to emphasize that there was not an initial selection for the entry of children participating in the project, only age (between five and nine years) and in the specific case of Rhythmic Gymnastics, gender (female), were the obstacles to the entry of children. So more than a Center of Excellence for the training of athletes, this is an area of participation, nurture new and varied experiences gym for the population.

We know that Physical Education is a fundamental right of all persons (CONFED, 2005), an important part in promoting health (PEREIRA & CARVALHO, 2006) and a healthy lifestyle (FERNANDES & PEREIRA, 2006), especially related to improving the quality of life of human beings, through the creation and maintenance of healthy habits over a lifetime. Hence the importance and necessity of public initiatives to encourage sports and recreation. Additionally, according Fernandes & Pereira (2006), high levels of physical activity during childhood and youth increase the likelihood of similar participation when in adulthood.

According to the official website of the Brazilian Confederation of Gymnastics (CBG, 2008), the investment of Caixa Econômica Federal for the year 2008 will be \$ 1052500.00, divided into shares related to the purchase of equipment for Artistic and Rhythmic Gymnastics; acquisition uniforms for children; hiring monitors by the Center for School Integration Company (CIEE) for seven months; creation, manufacture and distribution of a manual; support for achieving a state tournament, and other expenses such as: graphic material (card, sheets enrollment, posters, banners) and freight.

The project is managed by the State Federations affiliated to the Brazilian Gymnastics Confederation and the State Federations had to sensitize authorities to transfer without charge from one place to implement it and develop it.

The State of Paraná, through the Federation of Gymnastics, received two Centers of Excellence Caixa Youth Pledge of Gymnastics, one of Rhythmic Gymnastics, which is headquartered in Federal Technological University of Paraná, Curitiba Campus, another of Artistic Gymnastics that is in the city of Toledo.

The Rhythmic Gymnastics is a sport practiced only by women. It can be applied to hands-free (no instruments) or with manual instruments, they are: ball, ribbon, clubs, hoop and rope. Already the Artistic Gymnastics has its way male and female form. For men, the tests are: high bar, parallel bars, pommel horse, vault on the table, rings; the tests for women are: floor (with background music) vault on the table (1.25 m in height), uneven bars and beam.

Seven are the Gymnastics Sports officially recognized by the International Federation of Gymnastics (FIG), headquarters in Switzerland. They are: Gymnastics for All, Men's Artistic Gymnastics, Women's Artistic Gymnastics, Rhythmic Gymnastics, Trampoline, Aerobics Gymnastics and Acrobatic Gymnastics (FÉDÉRATION INTERNATIONALE de GYMNASTIQUE, 2003). From these kinds of gymnastics, only four are Olympic, which is part of the evidence of competitive Olympic Games. Namely: Men's Artistic Gymnastics, Women's Artistic Gymnastics, Rhythmic Gymnastics and Trampoline.

Objective and Methodology

This article deals with the establishment of one of the National Centers of Excellence: The Center of Excellence Caixa Youth Pledge of Rhythmic Gymnastics UTFPR, Campus Curitiba and presents a report of its theoretical and practical experience, with emphasis on its size and interventional training for university teachers and students of Physical Education.

The main purpose of this study is to help build a body of knowledge about the teachers and future teachers of Physical Education and training, especially because the teacher is consider the key piece in the process of change and innovation practices of educational-training (STADNIK, 2008).

The methodology used for the construction of the article was the search for references (bibliographic and digital) and a diagnosis of the observed reality. According to Gil (1994) it is an exploratory study of character, which gathers, interprets and describes data in a given situation without interfering in it.

In order to clarify details about the Rhythmic Gymnastics, as is the method developed by the Center of Excellence researched, and present the relationship between the project and that the university hosts - UTFPR - showing thus the area of training and intervention for the university community, emphasizing aspects which concern the teachers and students of the course of Bachelor of Physical Education.

Definition and characteristics of Rhythmic Gymnastics

Rhythmic Gymnastics has its principle as a female form, consisting of exercises and gymnastic movements, with or without manual apparatus. The union of these movements and exercises aimed to result in a choreographic sequence, and this is usually accompanied by something with a print speed of light, such as music, the palms, the counting, the drums, the song (from 2002, Officially issued without words), the tambourine, among others.

However, especially nowadays, the main characteristic of Rhythmic Gymnastics, which is an Olympic sport (since 1984), is the combination of a demanding and technical body found along with the management, too demanding and cleared of equipment manuals - hoop, rope, ball, ribbon and clubs -, seeking an absolute fluency between the gymnast, its expressiveness, its meter and rhythm, the kind where the body of the gymnast and her guide unit, end up becoming something unique - the extension of another - and, in general, music, which is no longer a simple rhythmic monitoring, is a key player, often discussed the choreography and/or the bodily expression (interpretation) of the gymnast.

It is, additionally, the fact of the Rhythmic Gymnastics is constantly looking for new, original, the creative. Creativity and originality are key factors as to the modality as to appear in the International Code of Scoring modality (MAYER-TIBEAU, 1996).

This perfect, especially towards harmonious, and creative junction, between rhythm-movement-space-material-interpretation, determining the artistic expression of this sport. In other words, a technique (body and management of equipment) and demanding found along with the space, the expressiveness, the originality and creativity, providing a movement of great plastic beauty and pleasure is reflected in aesthetic satisfaction and delighted his audience, allows us to reflect on the relationship sport/art that is observed in this very Rhythmic Gymnastics.

Authors as Robéva & Rankélova (1991); Laffranchi (2001), Lourenço (2003); Laffranchi & Lourenço (2006), Pereira & Vidal (2006), highlight the link between art and Rhythmic Gymnastics, referring in particular to search for beautiful, the creative, the technical virtuosity, complexity, resulting in compositions that enchant.

According Laffranchi (2001, p.3), "To get the art in this sport, you need to go the difficult route of trying to find a creative force capable of generating exceptional compositions".

Lourenço (2003), believes that the growth of Rhythmic Gymnastics Brazilian Group abroad, a process initiated by the Brazilian National Team Rhythmic Gymnastics Championships Set, practicing in the state of Paraná, is due in large part to a possible appreciation of the arts in choreography from the exploration of Brazilian culture as art.

But for this author (LOURENÇO, 2003), which held a qualitative research through interviews with the Brazilian technical terms, this theory is not yet visible, at least entirely, not easily identified by coaches from Brazil. She believes that this is the reason will still take a while for that one's own identity within the sport in Brazil is built, from this perspective art in Rhythmic Gymnastics.

Vocational training

The Center of Excellence Caixa Youth Pledge of Rhythmic Gymnastics UTFPR, Campus Curitiba, has two monitors that have been identified and recruited in the course of Bachelor of Physical Education UTFPR and has the supervision of one of the teachers of the course. In parallel, stages to nurture other students interested in is deepening in the area.

Also, more than this practical experience on which the project results, there is, through a line of research entitled "Study of Gymnastics", which is linked to the Research Group Quality of Life: Health and Labor, entered in the CNPq, a basic theoretical work. Students and teachers of the course of Physical Education have already begun to prepare a search turned to the profile of the students who initially sought the center to practice Rhythmic Gymnastics, thus starting a database at the university.

Another feature of the project that is deeply tied to issues of intervention and training of teachers and university students of Physical Education is its interdisciplinary dimension: the departure of six disciplines of the Bachelor course of the project will have an area of theoretical and practical application clearly delineated. They are:

A) Fundamentals of Gymnastics, where students perform observations of lessons with the children and discuss with the teacher's discipline issues theoretical, methodological and practical;

B) Dance, in which the teacher's discipline provides advice to the supervisor, monitors and trainees of the project, especially because of the Rhythmic Gymnastics is linked to the art, as it was said, and require expertise in areas related to dance;

C) Teaching of Human Movement, in which the monitor and trainees of the project, in addition to the technical manual proposed by the Brazilian Confederation of Gymnastics, theoretically rely to work with the two groups of different ages that the project presents (classes for girls between five and seven years of age and class with girls of eight and nine years), which was considered crucial by the discipline of its own monitors, which are found month by month during meetings with the supervisor of the project and expose their views, needs, detection of failures and successes, among other actions established in order to improve the design and performance of their particular, characterizing the issue of training intervention and support - since they are teachers in training (future professionals).

D) Contemporary Methods of Gymnastics, where students are invited to classes traineeship at the project and may, together with the monitors and supervising the project, to apply some of their knowledge and clarify doubts, living a reality;

E) Leisure and Recreation, where a group of students assists in the implementation of leisure-recreational activities for children of the project, taking the opportunity to experience the daily lives of children with recreational activities and pass the rest of the group of students that practical experience;

F) Cineantropometrics, where teachers and students of the discipline perform cineantropometrics tests (weight, height, strength, flexibility, agility) with the different classes of the project, resulting in practical actions of measurement made by students and supervised by the teacher's discipline, materializing - is in concrete data (measures) and may begin to further research;

G) Fundamentals of Ethics, where students have the opportunity to perform in practical actions of the Program on Education in Human Values, revealing another face of a discipline considered theoretical in nature. According Martinelli (1996), the proposal of the program is that humanism and values are ethical and spiritual foundations of education and training of human beings through learning fully in the various disciplines that are developed so comprehensive and experienced jointly by the internalization of values. The main objective of the program is not "teach virtues", but gradually increasing autonomy, self and consciousness, forwarding the discovery, through inner conviction, of what is ethical.

On the relationship of the Project Center of Excellence Rhythmic Gymnastics and the disciplines of the course of Bachelor of Physical Education highlighted, you can see the importance and necessity of projects like this in the initial training courses, through studies developed by various authors, as the de Farias et al. (2001), for example, pointing to the importance of training in teacher education because it is from that period that future teachers will acquire the knowledge, attitudes, actions and political-educational project required for their actions. Also, Maciel (2001) suggests that in the initial training courses, the student has contact with the various realities of future performance, trying to soften the impact these realities.

For Marcelo (1999), the initial training of teachers need it to acquire varied knowledge: professional knowledge, for the teaching-learning, class management, teaching strategies, the knowledge of the content on the subject that teaches, the knowledge of teaching content, the combination of knowledge of the subject and how to teach; knowledge of the context in which those who teach and teach.

We believe that such a project of the Center of Excellence Rhythmic Gymnastics can contribute greatly to the testing of these professionals needs highlighted by different authors, especially by combining theory, practice and a concrete reality - aware that this is one of the many possible realities an area as comprehensive as is the Physical Education.

Final considerations

In summary, the project is an expansion of space, mass and democratization of the practice of gymnastics in this particular case of Rhythmic Gymnastics, nurture the discovery of talent, research, education of children, training of teachers and university students and intervention training (internships, monitoring, supervision), hence the importance of it being connected to a university, and more than that, a place that offers a degree in Physical Education.

We believe that for teachers and university students, more than one area of research and observation it is an area to put into practice the knowledge acquired in various disciplines of the initial training course, contributing to personal growth, social and professional university.

This article noted the historical condition for opening and deployment of the project in UTFPR, bringing forth the story of that experience through an exploratory study of character.

Considering the nature of this study, suggest new and ongoing research in the area. We believe that the purpose of research is to propose new ideas. After all, according Minayo (1994), the cycle of the search ends with a provisional product, always capable of giving rise to new questions.

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VOCATIONAL TRAINING IN RHYTHMIC GYMNASTICS: CENTER OF EXCELLENCE CAIXA YOUTH PLEDGE OF GYMNASTICS

Abstract

The Center of Excellence Caixa Youth Pledge of Gymnastics was created in early 2008, by Brazilian Confederation of Gymnastics, and has the sponsorship of Caixa Econômica Federal. The project covers, initially, fourteen Brazilian states with eighteen Centers of Excellence for the practice of gymnastics. Nine of these centers are of Artistic Gymnastics (male and female) and nine are of Rhythmic Gymnastics (sports only female). The central idea of this initiative is to nurture the sports practice gym, detect young promises in the area, train new technicians in terms of Gymnastics Artistic and Rhythmic Gymnastics and disseminate lessons from a possible "Brazilian School of Gymnastics", based on the good results obtained by country in international events and the importance and necessity of fostering and crowding the practice of gymnastics sports in Brazil. Each of the National Centers of Excellence is able to serve up to 150 children, between five and nine years old. The state of Paraná received two centers, one of Rhythmic Gymnastics, based in Curitiba, another of Artistic Gymnastics, based in Toledo. The article raises the Project for the Center of Excellence Caixa Youth Pledge of Gymnastics as a whole and in particular the process of deployment - installation, organization, progress and prospects - the Center of Excellence Caixa Youth Pledge of Rhythmic Gymnastics of the Federal University of Technology of Paraná (UTFPR), Campus Curitiba. The approach of this work is the issue of training in the area of Rhythmic Gymnastics, given the relationship of the project with the initial training course in Physical

Education UTFPR. After their location, through the execution of a search exploratory in nature, it proved the project, apart from a center of education and training of gymnasts, is an area of training and assistance for university teachers and students of Physical Education in diversified areas of knowledge.

Key words: vocational training; Rhythmic Gymnastics; Physical Education.

LA FORMATION PROFESSIONNELLE EN GYMNASTIQUE RYTHMIQUE: PÔLE D'EXCELLENCE CAIXA JEUNES PROMESSE DE GYMNASTIQUE

Résumé

Le Center de l'Excellence Caixa Jeunes Promesse de Gymnastique a été créé au début de 2008, par la Confédération Brésilienne de Gymnastique, et a le parrainage de la Caixa Economica Federal. Le projet couvre, dans un premier temps, quatorze États brésiliens avec dix-huit Pôles d'excellence pour la pratique de la gymnastique. Neuf de ces centers sont de Gymnastique Artistique (hommes et femmes) et neuf sont de Gymnastique Rythmique (sports seule femme). L'idée centrale de cette initiative est de favoriser la pratique sportive salle de gym, de détecter les jeunes promesses dans la région, à former de nouveaux techniciens en termes de gymnastique artistique et gymnastique rythmique et de diffuser les leçons tirées d'une possible "brésilien de l'école de gymnastique", est basée sur les bons résultats obtenus par pays à des manifestations internationales et l'importance et la nécessité de favoriser l'entassés et la pratique du sport au Brésil. Chacun des Centers d'excellence est en mesure de servir jusqu'à 150 enfants, entre cinq et neuf ans d'âge. L'état de Paraná a reçu deux centers, l'un de la gymnastique rythmique, basée à Curitiba, un autre de gymnastique artistique, basée à Toledo. L'article soulève le projet pour le Center de l'Excellence Caixa Jeunes Promesse de Gymnastique dans son ensemble et en particulier le processus de déploiement - l'installation, organisation, progrès et perspectives - le Center de l'Excellence Caixa Jeunes Promesse de Gymnastique Rythmique de l'Université Fédérale de Technologie du Paraná (UTFPR), le Campus de Curitiba. L'approche de ce travail est la question de la formation dans le domaine de la gymnastique rythmique, étant donné la relation du projet avec les cours de formation initiale en éducation physique UTFPR. Après sa création, à travers l'exécution d'une recherche exploratoire dans la nature, il s'est avéré le projet, à l'exception d'une centrale de l'éducation et la formation des gymnastes, un espace de formation et d'assistance pour les professeurs d'université et les étudiants de l'éducation physique dans diversifié domaines de la connaissance.

Mots clés: formation professionnelle; gymnastique rythmique; éducation physique.

LA FORMACIÓN PROFESIONAL EN LA GIMNASIA RÍTMICA: CENTRO DE EXCELENCIA CAIXA JOVEN PROMESA DE GIMNASIA

Resumen

El Centro de Excelencia Caixa Joven Promesa de Gimnasia fue creado a principios de 2008, por la Confederación Brasileña de Gimnasia, y tiene el patrocinio de la Caixa Econômica Federal. El proyecto abarca, inicialmente, catorce estados brasileños con dieciocho Centros de Excelencia para la práctica de la gimnasia. Nueve de estos centros son de Gimnasia Artística (varones y mujeres) y nueve son de Gimnasia Rítmica (deportes sólo mujeres). La idea central de esta iniciativa es fomentar la práctica deportiva de la gimnasia, detectar jóvenes promesas en el área, formar a nuevos técnicos en términos de Gimnasia Artística y Gimnasia Rítmica y difundir las enseñanzas de una posible "Escuela Brasileña de Gimnasia", se basa en los buenos resultados obtenidos por país en eventos internacionales y la importancia y la necesidad de fomentar el hacinamiento y la práctica del deporte en Brasil. Cada uno de los Centros Nacionales de Excelencia es capaz de servir hasta 150 niños, entre cinco y nueve años de edad. El estado de Paraná recibió dos centros, uno de Gimnasia Rítmica, con sede en Curitiba, otra de gimnasia artística, con sede en Toledo. El artículo plantea el Proyecto para el Centro de Excelencia Caixa Joven Promesa de Gimnasia en su conjunto y, en particular, el proceso de despliegue - la instalación, la organización, los progresos y perspectivas - del Centro de Excelencia Caixa Joven Promesa de Gimnasia Rítmica de la Universidad Federal de Tecnología de Paraná (UTFPR), Campus Curitiba. El enfoque de este trabajo es la cuestión de la formación en el ámbito de la Gimnasia Rítmica, habida cuenta de la relación del proyecto con el curso de formación inicial en la Educación Física UTFPR. Después de su creación, a través de la ejecución de una búsqueda de carácter exploratorio, resultó el proyecto, además de un centro de la educación y la formación de gimnastas, una esfera de la capacitación y la asistencia de profesores universitarios y estudiantes de la Educación Física en las diversificadas áreas de conocimiento.

Palabras clave: formación profesional; Gimnasia Rítmica; Educación Física.

FORMAÇÃO PROFISSIONAL EM GINÁSTICA RÍTMICA: CENTRO DE EXCELÊNCIA CAIXA JOVEM PROMESSA DE GINÁSTICA

Resumo

O Projeto Centro de Excelência Caixa Jovem Promessa de Ginástica foi criado no início de 2008, pela Confederação Brasileira de Ginástica, e conta com o patrocínio da Caixa Econômica Federal. O projeto abrange, inicialmente, catorze Estados brasileiros com dezoito Centros de Excelência para a prática da ginástica. Nove desses centros são de Ginástica Artística (masculina e feminina) e nove são de Ginástica Rítmica (esporte somente feminino). A ideia central desta iniciativa é oportunizar a prática esportiva da ginástica, detectar jovens promessas na área, formar novos técnicos nas modalidades de Ginástica Artística e Ginástica Rítmica e difundir ensinamentos de uma possível "Escola Brasileira de Ginástica", se baseado nos bons resultados obtidos pelo país em eventos internacionais e na importância e necessidade de fomentar e massificar a prática destes esportes no Brasil. Cada um dos Centros Nacionais de Excelência tem capacidade para atender até 150 crianças, entre cinco e nove anos de idade. O Estado do Paraná recebeu dois Centros, um de Ginástica Rítmica, sediado em Curitiba, outro, de Ginástica Artística, sediado em Toledo. O artigo coloca à vista o Projeto Centro de Excelência Caixa Jovem Promessa de Ginástica como um todo e, em particular, o processo de implantação - instalação, organização, andamento e perspectivas - do Centro de Excelência Caixa Jovem Promessa de Ginástica Rítmica da Universidade Tecnológica Federal do Paraná (UTFPR), Campus Curitiba. A abordagem central deste trabalho é a questão da formação profissional na área da Ginástica Rítmica, dada a relação do projeto com o curso de formação inicial em Educação Física da UTFPR. Após sua implantação, por meio da realização de uma pesquisa de caráter exploratório, verificou-se ser o projeto, para além de um centro de educação e formação de ginastas, um espaço de formação e intervenção para professores e alunos universitários de Educação Física em diversificadas áreas do conhecimento.

Palavras-chave: formação profissional; Ginástica Rítmica; Educação Física.