

136 - 5TH TO 9TH GRADE TEAM SPORTS IN PRIVATE ELEMENTARY SCHOOLS, IN THE CITY OF BAGÉ, RIO GRANDE DO SUL.

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INTRODUCTION

This research aims to assess team sports as a subject in Physical Education from 5th to 9th grade in Private Elementary Schools, in the city of Bagé-RS, thus analyzing if the teachers are revising the sufficient, the correct and the necessary for the proper practice of Physical Education in school, with the intention that their respective students can obtain necessary knowledge.

This is a study in which observations from the practices and interviews with full time teachers from two private schools in the city of Bagé/RS, namely Colégio Franciscano Espírito Santo and Nossa Senhora Auxiliadora, were carried out.

Physical Education is important, educational and fundamental for the formation and development of the child (BRASIL, 1998). Sport is one of the most important events from the beginning of the 21st century, which has developed in the prominence of transformations that reached different dimensions and settings of human activities, sustaining a wide plurality of meanings and goals. (GALATTI, SILVA, REVERDITO, SCAGLIA, SEOANE, 2014)

Nowadays, in Physical Education, there are various concepts on which should be the part of Physical Education in school. These concepts have in common the intention of breaking with the mechanistic, sportivist and traditional models. They are: Humanist; Phenomenological; Psychomotricity, based on Cooperative Games; Cultural; Developmentalist; Interactionist-Constructivist, Critical-Superationalist, Systemic; Critical-Emancipatory; Replenished Health, based in the Nacional Curricular Parameters; besides others. It is necessary to point out that, in pedagogical practice, the existent perspectives do not appear in a pure form, but with particular characteristics, mixing aspects of more than one pedagogical line of study. In other words, a single approach is rarely followed (BRASIL, 1998).

Forquin (1993) affirms that the subject transmitted in education is always something that precedes us, surpasses us and institutes us while human beings and this production can be perfectly denominated culture. In consonance with the author, one can affirm that this whole heritage constituted throughout time by Physical Education can be called corporal culture, corporal movement culture or movement culture, as it has been done by different authors and pedagogical lines of study in this field. For the sake of affinity and linguistic convenience, we will use in this text the term corporal culture.

According to Darido (2013), many teachers who are not specialists and even some with specific training in Physical Education understand that the subject's role is to assist in the improvement of literacy, socialization, laterality, motor coordination, etc. That is, there is the belief that Physical Education lessons serve as means for other learning processes, certainly more prestigious for the school, such as Mathematics or Literacy.

As Coll (2000) (Apud DARIDO, 2013) said, the subjects of Physical Education correspond to the following questions: "what one should know?" (conceptual dimension); "what one should know how to do?" (procedural dimension); and "how should one be?" (attitudinal dimension), with the aim of achieving educational goals. As a matter of fact, when such a broad definition of subjects is chosen, unrestricted by concepts, it is allowed for the hidden curriculum to become both manifest and to be evaluated regarding their pertinence as a subject for learning and teaching.

In consonance with the Content Blocks, visiting the National Curriculum Parameters, subjects are organized in three blocks, namely: sports, games, wrestling and gymnastics; expressive rhythmic activities and knowledge on the body. Such subjects must be developed throughout the entire Elementary Education. The distribution and development of subjects are related with each school's pedagogical project and the specifications of each group. The characteristic of the activity must encompass the various competence levels developed, so that every student is included and individual differences result in opportunities for an exchange and enrichment of the activity itself (BRASIL, 1998).

METHODOLOGY

This research had a qualitative descriptive character. In this sense, teachers and students from 5th to 9th grades from two private Elementary Schools in the city of Bagé/RS were interviewed and observations of the physical activities related with team sports were carried out, in the respective grades of the participant schools, during a two-week period, consisting of four weekly lessons. Ethics was guaranteed with a Free and Informed Consent Form forwarded and signed by the participant teachers and students. The analysis of information was carried out through content analysis (BARDIN, 2006) and data source triangulation techniques (TRIVIÑOS, 1987).

RESULTS AND DISCUSSION

After analysis of information collected during the empirical phase of the study, the following categories and subcategories were identified, which allow for a better understanding of the results achieved. It was recognized as a category: The Teaching of Sport; and as subcategories: Team sports and subjects developed;

Team Sports and Subjects Developed

Identifying team sports taught in Elementary Education and verifying the subjects developed during the school year, in Schools 1 and 2 in the study, it was observed that these are influenced by a sportivist concept and practice more traditional sports (SILVA, 2015). Hence, in Schools 1 and 2, it was noted that the team sports practiced are Volleyball, Basketball, Futsal and Handball.

[...] sports practiced are Volleyball, Basketball, Futsal and Handball (P1,P2)

However, in School 1 the subject Futsal is interspersed with gymnastics, running and athletics, as it is observable in the speech of Teacher 1.

[...]The subject Futsal is interspersed with gymnastics, running and athletics (P1)

According to observations in the lessons of teachers 1 and 2 from Schools 1 and 2, it was perceived that team sports are practiced. Considering that the sport developed at the moment in School 1 is Handball, and in School 2 it is Volleyball, in accordance with the trimestral term of both. (OBSERVAÇÃO 1 e 2, 13/05/2015).

Hence once can find some controversies in the knowledge produced when faced with the results of the study. The choice of working disciplines and sportivist tendency are following the perception of Silva (2015), as for the concept and choice of sports that will be practiced, but, apparently different as for their distribution through the school year, which in the view of the collaborators is criterial.

In school, many teachers, still influenced by a sportivist concept, besides restricting subjects to more traditional sports in lessons (basketball, volleyball and football) tend to distribute them without any systematization and present them randomly, with no criteria. (SILVA, 2015, p. 96)

The NATIONAL CURRICULAR PARAMETERS indicate that subjects must be organized in three blocks, developed during Elementary Education.

[...] a way of organizing the set of knowledge approached, according to different focus given to them: Sports, games, wrestling and gymnastics/ Rhythmic and expressive activities/ Knowledge on the body. (BRASIL, 1998, p.68)

In the study, it is noted in School 1, the presence of sports, games, gymnastics and rhythmic and expressive activities, however, without the knowledge on wrestling and the body. In School 2, it is perceived the presence of traditional team sports alone, without the presence of the subjects wrestling, gymnastics, rhythmic and expressive activities and knowledge on the body. It is noted in the study, compatibility between field evidence and researcher's observations, but contradiction with the opinion of scholars in the subject, among them, the view of Darido (2003):

[...] it would be important to diversify the experiences lived in lessons, beyond traditional sports (football, volleyball or basketball) (DARIDO, 2003, P.56)

In that sense, the studied schools are not working on different experiences, beyond traditional sports.

Methodology Used by Teachers

In this subcategory for discussion, the methodology used by teachers, in Schools 1 and 2, was divided in three segments for better understanding: lesson structure, methodology and evaluation.

In lesson structure a traditional model of sports lesson stands out, where first there is a strive for learning the technique, in an isolated form, and then, learning tactics, both in School 1 and 2. As one can observe in the speech of teachers 1 and 2.

Lessons follow a sequence where in a first moment the fundamental part is developed, soon after explanations about offensive and defensive positioning, comments about rules and the game itself. (P1)
Lessons: Warm-up, theory and practice classes (P2)

Also, in the observations of lessons by teacher 1 from School 1, it was confirmed the priority in sports basics, Handball in that case, with exercises for practicing moves, throws and circuit training with activities related to the sport played. Soon after, there was an actual game, but mixing boys and girls, modifying some rules and with directions about the sport during the activity. (OBSERVAÇÃO 1, 18/05/2015)

In the observations of teacher 2 from School 2, we have identified a structure with warm-up and, soon after, the execution of the game itself, volleyball in this case. Remembering that observations were made in just two lessons and, therefore, in this interim, theory classes were not observed, but that does not mean that the teachers have not elaborated them in other opportunities. (OBSERVAÇÃO 2, 13/05/2015).

It is noted that the structure of classes in both schools follows the tradition of linking sports learning with game basics, as one can see in various authors.

[...] from a tradition linked to a technical approach of the abilities and basics, the tactical components of games have started being considered with greater emphasis (GARGANTA, 1998; MESQUITA; GRAÇA, 2006; MESQUITA; PEREIRA; GRAÇA, 2009)

In addition, there is a distance from what was seen in the schools studied with the idea of working with sports not only in the procedural dimension of subjects, it was not evident the development of the subject in other dimensions, such as the conceptual and attitudinal, like presented in the NATIONAL CURRICULAR PARAMETERS:

[...] to value the procedures without restricting them to the universe of motor abilities and sports basics, including procedures of organization, systematization of information, improvement, among others. To the conceptual subjects of rules, tactics and some factual historical data from disciplines added up to reflections on the concepts of Ethics, Esthetics, Performance, Satisfaction, Efficiency, among others. And finally, subjects of attitudinal nature are explicit as an object of teaching and learning proposed as concrete experiences by the student, which makes possible for the construction of a posture of responsibility for oneself and for others. (BRASIL, 1998, p 45)

In methodology, in School 1 and 2, we will identify the methodological process used. It is observed in the speech of teachers 1 and 2:

[...] with professional experience throughout the years it is possible to delineate a comparison of the

development level of each grade in contrast with the previous year. And when it is realized that the basics are not being carried out in a correct manner or that during the game the defensive and offensive moves are not being respected, we revise the subject in a new way always taking into account the individual characteristics of students. (P1)

[...] theory is revised, for instance, rules, the basics and positioning, so then we can get to practice. (P2)

According to the observations of teachers 1 and 2, a structure in classes with the methodology used can be really perceived.

In theoretical references, according to Bracht (1992) there is a search for the use of two methodologies for learning, the Integrative Functional Methodology (IFM) and Traditional Methodology (TM).

[...] Bracht (1992) searches in his studies for a process of social transformation, verifying the influence of the use of Integrative Functional Methodology (IFM) and Traditional Methodology (TM) for social learning. He has concluded that students participated more positively in lessons developed from IFM, than when TM was used. In spite of that, the author has still detected in his study that TM is more used in Physical Education lessons. (DIAS, 2011, p4)

Therefore, in Schools 1 and 2, it is perceived in the study a compatibility regarding field evidence and the researcher's observations, but this is contradictory with the opinion of scholars on this subject.

In evaluation, in School 1, it is noted a demand for participation and understanding the activities. As one can observe in the speech of teacher 1:

[...] in the individual scope, each student is always demanded to be actively participating in the game and if the student understands the basics and tactics for each discipline. This demand is made orally in the lessons in the moment when activities are being practiced. (P1)

In School 2, it is noted some fundamental aspects for teaching, such as evolution, participation, attention and motivation. As it can be observed in the speech of teacher 2.

[...] the evolution of students through everyday participation, attention and motivation in classes is assessed.

According to the observations of teachers 1 and 2 in Schools 1 and 2, this aspect was not noted.

In theoretical references this goes under the section of instruments for evaluation according to the NATIONAL CURRICULAR PARAMETERS.

[...] the instruments for evaluation are directly related with the degree of approach of the subjects considering the goals proposed. Thus, teachers can construct countless evaluation instruments for each subject and each specific objective, as for instance: record-cards for a follow-up on personal development; a report of a group activity or observation records with defined criteria about the participation and contribution in the development of some group activities; report of accounts on a sports event or dance spectacle, where certain aspects were emphasized; teacher's evaluation record as for the competence of the group when following rules of a certain game, recognizing transgressions and acting with autonomy [...](BRASIL, 1998, p60)

Therefore, in Schools 1 and 2 in this study, we did not notice compatibility between field evidence and the researcher's observations, but only mere similarities with the theoretical part of the subject.

[...] evaluation is a necessary and indispensable instrument, by means of which teacher and student, together, assess each other, discovering new ways which are inherent to their lives. (DIAS, 2011)

FINAL CONSIDERATIONS

This paper approached the theme of team sports in Physical Education lessons from 5th to 9th grade, from two private Elementary Schools, aiming for the observation and continuous action, the evaluation of team sports, through an explanatory bias, in which the phenomenon was approached in its natural environment.

When discovering and identifying the teaching of sports we have found in the field of study the teaching of traditional sports (Futsal, Volleyball, Handball and Basketball) in addition to subjects traditionally developed, being taught in parts. In the methodology used, we have also found that the class structure follows the tradition of linking team sports learning with game basics. In the methodology it has been perceived the teaching of sports being centered only in the procedural dimension of the subject, some advances regarding the conceptual domain and that nothing is taught about its attitudinal dimension. In evaluation the teachers concern is with the part of knowing how to play the sport.

Therefore, it has been understood in the study that team sports are taught in Schools, but in a traditional manner, with a structure in classes, and with methodological and assessment means centered in the procedural domain.

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5TH TO 9TH GRADE TEAM SPORTS IN PRIVATE ELEMENTARY SCHOOLS, IN THE CITY OF BAGÉ, RIO GRANDE DO SUL.

ABSTRACT

The theme of this research was chosen with the intention of alerting and warning students and teachers of the importance of team sports in Physical Education, aiming to work on team sports reviewing basic teachings of all of them, not focusing only on the ones sought by the majority. The objectives of this research are: to analyze the teaching of team sports from 5th to 9th grade in Private Elementary Schools in the city of Bagé-RS, from the Physical Education teachers perspective; to identify the team sports taught in Elementary Education; to verify the subjects developed during the school year and approximate the methodology used by teachers. This research is of qualitative descriptive character. Teachers and students from 5th to 9th grade from two Private Elementary Schools in the city of Bagé-RS were interviewed, as well as physical activities related to team sports in the respective grades in the participant schools were observed, during a two-week period, consisting of four weekly lessons. The assessment of information was carried out through content analysis technique and data source triangulation. When finishing this study, the following categories were identified after analysis of information collected during the empirical phase of observations: The Teaching of Sport; and the subcategories: Team Sports and subjects developed; the methodology used. Utilizing thus, observations from two schools and interviews with Physical Education teachers, where there were found compatibilities and contradictions, related to field evidence, researcher's observations and views of scholars on the subject. Therefore, it was understood in the study that team sports are taught in schools, but in a traditional way, with a structure in lessons, and with methodological and evaluation means varying according to their teacher. Keywords: team sports; Physical Education, school, Elementary Education.

KEYWORDS: School Physical Education. Collective sports. Elementary School.

SPORTIVE GROUPES DE 5 À LA 9 ANS BASE L'ENSEIGNEMENT PRIVÉ ÉCOLES DE LA VILLE BAGE, RIO GRANDE DO SUL

RÉSUMÉ

Le thème de cette recherche a été choisi avec l'intention d'alerte et d'avertissement des étudiants et des enseignants de l'importance des sports d'équipe en éducation physique, visant à travailler sur les sports d'équipe en revue les enseignements de base de chacun d'eux, ne pas se concentrer uniquement sur ceux recherchés par la majorité. Les objectifs de cette recherche sont: analyser l'enseignement des sports d'équipe de la 5e à la 9e année à l'école primaire privée dans la ville de Bâgé-RS, du point de vue des enseignants d'éducation physique; d'identifier les sports d'équipe enseignés dans l'enseignement primaire; de vérifier les sujets développés au cours de l'année scolaire et à la méthodologie utilisée par les enseignants. Cette recherche est de caractère descriptif qualitative. Les enseignants et les élèves de la 5e à la 9e année de deux écoles primaires privées dans la ville de Bâgé-RS ont été interrogés, ainsi que ont été observés des activités physiques liées aux sports d'équipe dans les classes respectives dans les écoles participantes, au cours d'une période de deux semaines, composé de quatre leçons hebdomadaires. L'évaluation de l'information a été réalisée grâce à un contenu technique d'analyse et de source de données triangulation. Lors de la finition de cette étude, les catégories suivantes ont été identifiées après analyse des informations recueillies lors de la phase empirique des observations: L'enseignement du sport; et les sous-catégories: Sports d'équipe et les sujets développés; la méthodologie utilisée. Utilisant ainsi, les observations de deux écoles et entretiens avec des enseignants d'éducation physique, les compatibilités où ont été trouvés et contradictions, liées à des preuves sur le terrain, les observations de chercheurs et de savants vues sur le sujet. Par conséquent, il a été entendu dans l'étude que les sports d'équipe sont enseignés dans les écoles, mais d'une manière traditionnelle, avec une structure en cours, et avec des moyens d'évaluation méthodologique et variant en fonction de leur professeur.

MOTS-CLÉS: Sports d'équipe; L'éducation physique, l'école, l'enseignement primaire.

DEPORTES COLECTIVOS DE 5 A 9 AÑOS EN ESCUELAS PRIVADAS DE EDUCACIÓN BÁSICA EN LA CIUDAD BAGÉ, RIO GRANDE DO SUL

RESUMEN

El tema de esta investigación fue elegido con la intención de alertar y advertir a los estudiantes y profesores de la importancia de los deportes de equipo en Educación Física, con el objetivo de trabajar en los deportes de equipo la revisión de las enseñanzas básicas de todos ellos, y no centrarse sólo en las pretensiones de la mayoría. Los objetivos de esta investigación son: analizar la enseñanza de los deportes de equipo, del 5 al 9° grado de escuelas primarias privadas en la ciudad de Bagé-RS, desde la perspectiva de los profesores de Educación Física; para identificar los deportes de equipo que se imparten en Educación Primaria; para verificar los temas desarrollados durante el año escolar y aproximarse a la metodología utilizada por los profesores. Esta investigación es de carácter descriptivo cualitativo. Los profesores y los alumnos de 5° a 9° grado de dos escuelas primarias privadas en la ciudad de Bagé-RS fueron entrevistados, así como se observaron actividades físicas relacionadas con los deportes de equipo en los respectivos grados de las escuelas participantes, durante un período de dos semanas, que consta de cuatro lecciones semanales. La evaluación de la información se llevó a cabo a través de contenidos técnica de análisis y triangulación fuente de datos. Al terminar este estudio, se identificaron las siguientes categorías tras el análisis de la información recopilada durante la fase empírica de observaciones: La Enseñanza del Deporte; y las subcategorías: Equipo deportivo y temas desarrollados; la metodología utilizada. La utilización de este modo, las observaciones de dos escuelas y entrevistas con profesores de Educación Física, compatibilidades donde no se encontraron y contradicciones, relacionadas con pruebas de campo, las observaciones del investigador y las opiniones de los estudiosos sobre el tema. Por lo tanto, se entendió en el estudio que los deportes de equipo se les enseña en las escuelas, pero de una manera tradicional, con una estructura de clases, y con metodológico y evaluación significa que varía de acuerdo a su maestro.

PALABRAS CLAVE: deportes de equipo; Educación Física, escuela, Educación Primaria.

ESPORTES COLETIVOS DO 5º AO 9º ANO DE ESCOLAS PARTICULARES DE ENSINO FUNDAMENTAL, NA CIDADE DE BAGÉ, RIO GRANDE DO SUL**RESUMO**

O tema desta pesquisa foi escolhido com o intuito de alertar e prevenir alunos e professores da importância dos esportes coletivos na educação física, objetivando trabalhar os esportes coletivos repassando um ensinamento básico de todos, sem focar, apenas, no desejado pela maioria. Os objetivos desta pesquisa são: analisar o ensino dos esportes coletivos do 5º ao 9º ano de escolas particulares de Ensino Fundamental na cidade de Bagé-RS, na perspectiva dos professores de Educação Física; identificar os esportes coletivos ensinados no Ensino Fundamental; verificar os conteúdos desenvolvidos durante o período letivo e aproximar a metodologia aplicada pelos professores. Esta pesquisa tem caráter qualitativo descritivo. Foram entrevistados professores e alunos do 5º ao 9º ano de duas escolas particulares de Ensino Fundamental da cidade de Bagé-RS, bem como foram observadas atividades físicas relacionadas a esportes coletivos nos respectivos anos das escolas participantes, durante um período de duas semanas, totalizando quatro aulas semanais. A apreciação das informações foi realizada pela técnica de análise de conteúdo e triangulação por fontes. Ao finalizar este estudo, foi identificado após a análise das informações coletadas durante a fase empírica das observações, as seguintes categorias: O Ensino do Esporte; e subcategorias: Esportes coletivos e os conteúdos desenvolvidos; A metodologia aplicada. Utilizando assim, observações de duas Escolas e entrevistas a professores da disciplina da mesma, onde encontramos compatibilidades e contradições, relacionadas às evidências do campo, observações do pesquisador e posições dos teóricos da área. Portanto, entendeu-se no estudo que os esportes coletivos são trabalhados nas Escolas, mas de uma maneira tradicional, com estruturação nas aulas, e com meios metodológicos e de avaliações de acordo com seu docente.

PALAVRAS-CHAVE: esportes coletivos; educação física; Escola; ensino fundamental