

School Athletics: Possibilities and Strategies of Objective, Contents and Method in Physical Education Classes.

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RESUMO: O atletismo vem desenvolvendo-se com o objetivo clássico (sobrepular), utilizando métodos que visam ao rendimento, desprezando a criatividade, novas formas de movimento e inserção dessas no contexto dos esportes. Este estudo caracteriza-se como descritivo, objetivando verificar o ensino do atletismo nas aulas de Educação Física, a partir das práticas curriculares da disciplina de Atletismo¹. Participaram da pesquisa os professores do município de Itaara-RS. Como resultado definiram-se categorias que traçam a realidade pedagógica da educação física na escola e elaboraram-se meios e estratégias de reformulá-la, considerando as concepções pedagógicas que se alicerçam no curso de Educação Física – Licenciatura da UFSM.

Palavras-chave: Esportes. Currículo. Atletismo Escolar. Educação Física e treinamento.

1 INTRODUCTION

Some authors like Kunz (1991, 1998) and Hildebrandt (1986, 2003), as well as some practical experiences have shown that school physical education seems to have the obligation to copy competition sports, typical of sports clubs and that is characterized by training and competition, whether in groups or in individual sports such as athletics. The fact that physical education meets the interests of more students with sporting talent can be considered, perhaps, even as a "Pedagogical and Educational irresponsibility" (KUNZ,1991, p.104).

Thus, the transmission of the movement and game repertoire is limited and is further restricted due to lack of appropriate physical spaces and materials, motivation, creativity of teachers and also because of lack of continuing education that could provide new ways of developing classes. In addition, the school physical education has not been concerned to develop innovations that can contribute to the discovery of an increasing number of plays, games, or even greater variability and possibility of movement.

According to Kunz (1991), in an educational context, really desirable prospects for change, should begin to overcome the deficiencies as mentioned above. For this, it is necessary that the physical education teacher reflects more about their activities in

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education, taking the example of Athletics, which may present great opportunities for development in the school context, taking into account the objective of the content and teaching method with the Physical Education classes.

For Sousa, (apud KUNZ, 1998), traditionally known forms of athletics, as racing, jumping and throwing, should be the basis for the didactic-pedagogical changes. However, its forms should include multiple and various fields of experience and learning for students and not only be diverted to the standard models for the implementation of these activities.

Thus, a transformation in Athletics, from the practical point of view, presents some difficulties. Initially, you cannot have the idea that this means a reduction of a correct way of practice. It is, rather, a change in design, both in education and sports and how it is related to society and the world as it is perpetuated.

Hildebrandt (2003) emphasizes that, in didactic teaching, the questions related to the content of Physical Education cannot be answered separately from questions related to objectives. They cannot be isolated from the methodological questions about the possibilities of education, as questions about the content are also questions about the design of school Physical Education. And according to those answers, the classes can be built otherwise.

Therefore, the teaching of content in athletics classes of physical education is concentrated in a few ways, generally racing and jumping. Moreover, in many schools, athletics is developed with the classic aim of overwhelming the opponent, through methodological procedures designed to yield, and the margin on creativity, construction of new forms of movement and their insertion in the context of teaching other sports.

Thus, we tried to ascertain how Athletics (aim, content and method) is developed in Physical Education classes in Elementary Schools of the City of Itaara (RS) and, in particular, whether the methods of diagnosing Athletics are in the curriculum grade of Elementary Schools of Itaara, check the purpose and method used in the development of athletics and see if the school athletics, while content, is perceived and added to Physical Education classes.

The importance of school physical education is fundamental, as said by Soares et al. (1992). This importance include the variability of content, production of the culture of body

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movement, the redemption of the values that favor the collective over the individual perception and development of students to play "with" and not "against". Thus, from the data collected, this study aimed to clarify a situation for the awareness by the researched one themselves about their own problems and conditions that generate them.

2 METHODOLOGY

We applied for this study a descriptive qualitative methodology. The research subjects are Physical Education teachers from schools in the city of Itaara (RS). The research instrument used was a characterized semi-structured interview, according to Minayo (1993), as free approach of the informant of the proposed theme. In this methodological procedure there is the concept of in-depth interview that allows a constantly responded dialogue between interviewer and informant, which seeks to obtain reports contained in the speech of social operators. It happens sometimes in it, the release of a suppressed critical thinking, which often comes in as confidential.

So, the achievement of results presented itself by the technique of content analysis and categorization of answers which, as Minayo (1993) said, means group elements, ideas or expressions with common characteristics or which relate to each other around a concept able to cover everything. Thus, conclusions are articulated, with these data being concrete with a broader or abstract knowledge.

3 DEVELOPMENT

3.1 CHARACTERIZATION OF SCHOOL ATHLETICS

Since ancient times, walking, running, jumping and throwing are natural moves, and according to some authors, innate of the human being. A child who, from birth, performs these movements, at school, with Physical Education classes, will have the opportunity to improve them. It is maintained by Hildebrandt (2003), that school athletics, depending on the methodology that is used in its application, may be the main responsible for the development of the motor skills mentioned above, health promotion and development of the child's personality and organism, contributing to the development of cardiovascular and nervous system and enhancing the essential physical qualities.

The action to compete, then, is not only determined by local and motor rules, but by the basic rule of overwhelming. Under the basic local conditions and predetermined motor conditions, racing, jumping and throwing mean going a distance as quickly as possible, jumping as far as possible, or throwing as far as possible. Thus, for the participant, the course entails a reduction of time and on jumping and throwing, an increase of the distance to be gone.

The thematization of racing, jumping and throwing, in the sense of Sports Athletics system, taken to schools, compromises the participants with the formal aspects of bodily experience and of movement that the guided system of the competition requires. The performance evaluation in racing, jumping and throwing is based on objective standards that are set by the results as a list (for example, a ranking of results by the world, regional and category participation records based on age).

This analysis of an institutionalized form of sport, in this case with Athletics, is an example to the sports system. Therefore, it is assumed that other forms of sports are also built according to the sports system developed here. This can be said because the other areas of sports, in general, also follow the basic rules of overwhelming and objectively comparing.

In this case,

If the income is sufficient or not in the system, the subjects will have experience on how to be successful or not. Like the good student himself confirms the ability to return the certificate and the successful classification, the bad one is calls himself, and is called by others, a failure. The direction of athletics by the almost objective income criteria has problematic consequences, especially for those who are considered and declared as weak. For them, there is only the possibility to withdraw from the system, Physical Education classes in this case, as people unable to race, jump, throw. (HILDEBRANDT, 2003, p. 31)

Hildebrandt (2003) leads us to believe that such reduction may not be supported in Physical Education classes, i.e. the sport cannot be transported in this way to school. When this form is dominant in class (which in reality, according to the author, is done), Physical Education needs to be modified. In this case, the quality and diversity of Athletics movements related to experimenting alternative materials, of variations of places to learn them, and also the creativity of students, assessed through traditional tests, are totally lost.

3.2 OBJECTIVE, CONTENT AND METHOD IN PHYSICAL EDUCATION CLASSES

In Kunz (1991), the objectives of school physical education are described in three levels: biological, kinesthetic and integrative. These three general functions must be understood as follows: a biological function must take the training of basic physical qualities such as strength, speed, endurance and flexibility, the s function deals with the training of motor skills for different sports and the integrative function develops social competence through sports.

However, how could the athletics, while content of physical education classes, develop the three functions above? Still supported in Kunz (1998, p.23) we emphasizes that "[...] teaching Athletics in schools is a dramatic process, because, of course, students prefer to play with ball, than jumping, throwing or giving their all in a four-hundred or one-thousand-meter race".

The preference for gaming activities is not only due to the lack of fun as they are so-called athletics "challenges", but in most cases, by memories of an unsuccessful experience by normal parameters as these "challenges" are present. Thus, the fear of further failures interferes with the commitment of wanting to learn this sport mode.

Following consideration of the authors cited above, the contents of physical education classes, in the case of athletics, may be understood as mediators to develop the goals of school physical education, provided that the methodological procedures used to construct the purposes of the class are modified. Therefore, there is a quotation below that exemplifies a methodology related to experiences that can be applied to the context of the content of school physical education to improve quality and achieve their goals:

Therefore, the learning process, based on authentic experiences, does not need any form of instruction, but the configuration of situations that should provide experience to move up on the educational intent. This seems like a revolutionary act, because we used to take students to the "correct" movements, defined games. We believe that these methods apply only to the formation of the teacher's identity, nothing more. "The method" as reported by Christian, is in human beings themselves. (HILDEBRANDT, 2003, p. 150).

According to the quote above, one can use a didactic that offers situation-experiences, in which, for example, the athletics, which we are dealing with, can be analyzed in terms of a production, as in the theater, with a scenario (sports fields increasingly present in ads), and players (athletes) who play a certain role (winners and

losers are, in general, previously known). Analyzing the production of the spectacle sport, and the historical process to reach this "evolution", you can start asking the following question: How should/can sports be represented at school through Physical Education? Also, can students really learn from it?

From this stage, athletics, as a show, is an example of the following question/problem: collective race.

How can we run three hundred meters in 58 seconds? Groups were divided with up to 5 participants and, as often happens, the strong ones end up being in one group and the weak in another. In this task, students explore freely the possibilities of solving the problem, they present its solutions to the teacher and to the group, coming, then, to use the experience. (KUNZ, 1998, p. 34).

Continuing:

When students put into practice a solution to the problem, the following results are possible: the strong group makes to three hundred meters in around 56 seconds, and the weak group makes it in 59 seconds. At that time, the teacher explains that anyone found the definitive solution to the problem, since it requires running three hundred meters in 58 seconds. If it were a competition, the winner would be the weak group because they were closer to the solution of the problem. We can deconstruct thus images too focused on competition and struggle of competitors, building images of solidarity and cooperation, especially raising critical awareness (KUNZ, 1998, p. 36).

The example shows clearly how the teacher can reopen the reduction of the movement experience caused by the sport system, with the general objective of offering students opportunities to learn how to act with autonomy. This objective implies that the content may not be offered within a pre-established way.

Hildebrandt (2003) emphasizes that objective, content and method must always be connected in physical education classes, because if we apply a methodology similar to that described above, this method will function with the contents of the constructive co-participation of students in the teaching process learning so that experiences can be experienced in all, or almost all, its fullness. This is because the world of movement cannot, in physical education classes, be reduced to the reproduction of pre-configured motor models.

Therefore, under sport Pedagogy, which addresses its pleas on the teaching of modes, we have that Pedagogy as a critical body that reflects the consequences of the rules that are predetermined by the sport system. Thus, it is necessary to develop a completely different program, which critically discusses the concept of sports and opens again the

restriction of the comparative meaning of movement for other meanings such as: communicative, operated and productive expressive.

4 RESULTS DISCUSSION

Arriving at the Elementary Schools of the city of Itaara (RS), before the application of the instruments, we chatted with the teachers, explaining the purpose of the study. It was an informal moment of relaxation, in which they could express their doubts and express, or not, the desire to be research subjects. Overall, it was possible to identify that there is significant resistance to develop Athletics Sport classes in surveyed schools. This difficulty is triggered, in teachers' opinions, especially by the lack of favorable conditions of work (materials, infrastructure).

To make this study, the following categories were considered of great importance to be analyzed quantitatively without: a) objective, content, method and mode b) design of space/time in the teaching of the method;

4.1 OBJECTIVE, CONTENT, METHOD AND MODE

In response to that category, it was shown that the opinions that permeate it are diluted in almost all the answers of the pre-established questions.

When talking about the ideas of the interview, it was observed that the current organization of the school is located in its structure in accordance with the social objectives that intercede and give limits to the development of pedagogical work in the classroom. The content in turn is connected to this form of pedagogical work. There was, however, the artificiality of the school with its separation of material in the following discourse of legitimate operators who deal with the fragmentation of knowledge, articulated in the midst of a school management, in its authoritative way that establishes content, but does not articulate them with the real pedagogical practice of teachers.

About the content of athletics, summarizing it, a theoretical part is taught and, if possible, some practice too. Sometimes there's not even what to teach. (TEACHER A)

[...] of course we do adapted things not aiming the technical part, I don't know if it is necessary, the new theories say that we don't need so much of the technical, they have worked more on the cooperative part. (TEACHER B)

In the Freitas's work (2005) "Crítica da Organização do Trabalho Pedagógico e da Didática", they found the dialectical pair content/method. In this work, the author explains that the objectification of the role of school occurs within its content/method and that relation is found in the dialectical interaction, because there is not, therefore, a form that is not embedded in content, that does not organize the movement and activity of that content, just as there is no content that is not expressing itself structurally in a particular form.

Under Freitas's concept (2005), it was positioned that in the sense that the previous dialectical pair content/method are the objectives, which interact with the assessment. Our hypothesis is that the dialectical understanding of these pairs is the key to understand and transform the school, because the development of category content/method is modulated by category assessment/objectives. This comes from the axis of didactics which is composed of a direct relationship between objective, content and method.

If this methodological interaction does not prescind objectives, for example, they will not intertwine with the assessment. Thus, you can be developing the first obstacle to the development of content, in this case, athletics. Thus, the fragmentation of knowledge and lack of work as an educational principle are two essential issues that distort these principles.

It is emphasized that this category and the project itself, has the task of reviving the mutual influence among objective, content and method and the proposal of Physical Education in the project including political education in schools, which is understood by some authors, as a discipline which is close to social issues and individual human beings as they become mature. Self-organization of students, for example, aims to allow them to participate in part of the conduct of class, of the school and of society, living from the inside of the school, democratic forms that bring relevance to their wisdom as person/situation/action.

It was observed from some thoughts that, if schools, and in particular, Physical Education take into account the facts described above, knowledge can be produced within social relationships and thus almost invariably reach their unanimous understanding. The socialization of knowledge should be accompanied, then, by a critique on the very origins of knowledge.

4.2 SPACE-TIME CONCEPTION IN THE TEACHING OF THE MODE

In this category, the operators presented the main cause of the lack of development of athletics in school environment, making this very explicit in the following speech:

It doesn't have anything, neither material nor adequate space, or a box of sand, there is nothing here, the school doesn't even have sand, it is gravel and cement, so it is quite complicated to work... (TEACHER B)

And more:

As I've already said you, I think it's very important because I tried to do something and was afraid they would get hurt, after jumping they would go "oh teacher, my ankle hurts a lot". (TEACHER C)

According to Oro (1984), the practice of the Brazilian athletics is based on the International Athletics Amateur Federation (IAAF). In the same line of reasoning, noting the general conditions for the practice of athletics in the country and facing the deductible prerequisites of IAAF guidelines, it is not difficult to realize that some athletic regulations subjects require facilities and equipment necessary to be broadcast.

According to practical and theoretical findings, it is observed that for the conventional teaching of athletics, a minority of clubs and schools offer its users the necessary infrastructure. It was assumed, in such circumstances, that the adequacy of facilities and equipment for athletics is unthinkable.

As this study is directed to the development of teaching opportunities, the positioning is the fact that schools do not have the appropriate infrastructure, it does not justify the non-teaching of the mode. As we know, many of these schools also have no official indoor football or volleyball courts and that is no reason not to teach these sports.

However, through the pedagogical conceptions built while Physical Education Licentiate course, one must question this reality. This is not about developing methods that go against the physical integrity of students, such as long distance jump without a small space with sand for students to perform the fall or a high jump without mattresses, but about incorporating certain athletic modes to the Physical Education program of these schools, making this sport attractive and, above all, making it the "athletics of the school", not the "standard athletics within the school".

As the results of the study are based on authors who advocate a renewed proposal for school physical education, among them, Kunz (1994), just one possibility is stated in this category that, if developed, would contribute to improving the autonomy competence,

in which students could feel responsible for learning and the events of the class. This possibility is limited in situations of questioning with different obstacles. For example, barriers may be hoops, boxes, or even clothing of PET bottles and duct tape. At the transcendence phase, one can work the best solutions to overcome obstacles more quickly and to maintain a rate of passing by these obstacles.

Among the adaptable methods, there are sprints, hurdles and relays. Weight/hammer/discus/ throw, as well as other kinds of throws, can develop that same technique. Maybe some questions arise about the possibilities of adapting the hammer. However, using a creative way, for example, with supermarket plastic bags to bag balls, or other similar material to simulate a loop, it is possible to create a didactic hammer available for teaching its technique.

5 CONCLUSIONS

It is important to note, especially, that teachers still believe in the importance of the practice of athletics with the other activities already present in classes. This implies, however, that the actions of the students should not be subjected to physical and sporting pre-conditions as a subsystem of institutionalized sport. It is therefore essential for the teacher to have the knowledge of how to discuss actions that allow the teaching and learning in school athletics. The example of hurdles, adapted with cardboard boxes, shows the deconstruction of characteristics of the sports institution.

It is also good to sketch that the innovative thought that physical education at school is present in considerations revealed in some lines, but many actions still connected, inappropriately, the chances of "deconstruction of the sport" with total lack of technical education. However, the approaches to the innovative proposal of Physical Education is key points to achieving classes that privilege authentic experience about all sports, including athletics. But the real "concreteness" of this study ends with the reflection that teachers need greater interaction with the dialectical triad objective, content and method in their classes, because this relationship was presented in fragments, as described in Freita's work (2005), leading to the lack of pedagogical work as an educational principle.

We thus agree with Hildebrandt (2003), that the renewal of the pedagogical practice in classes lead us to a conception of physical education with different meanings

that takes into account the objective with which the content is displayed and the method used for its presentation.

Through this, the objective described in Kunz (1991) was reached, of a school physical education in which the biological meets the training of the basic physical qualities, the kinesthetic function deals with the training of motor skills so that different sports modes and the integrative function, barely present, develops the social competence through sports.

So, it is up to us to transmit to the researched context, from the results of this study, the possibilities and educational strategies for the teaching of athletics at school - hurdles, chances of throws, races and other adaptive methods - built as a Physical Education-Licentiate course. Furthermore, we should note that we should have, clearly defined, objective, content and methods that guide our classes, as well as the essential relations, properly justified in the course of production and configuration of this study.

School Athletics: Possibilities and Strategies of Objective, Content, and Method in Physical Education Classes

Abstract: Athletics has been developed with the classical objective (overwhelming), using methods that aim at performance, despising the creativity, new forms of movement and insertion of these sports in the context. This study is characterized as descriptive, with the purpose to identify the Athletics' education in classes of Physical Education, from the subject of Athletics 1. Physical Education teachers from the schools researched participated in the analyses. The results, defined categories that draw the pedagogical reality of Physical Education at school and means and strategies of reformulated them, considering pedagogical concepts that match Physical Education Major at UFSM.

Keywords: Sports. Curriculum. School Athletics. Physical Education and Training.

Atletismo Escolar: Posibilidades y estrategias de Objetivo, Contenido y Método en clases de Educación Física.

Resumen: El atletismo se ha desarrollado con el objetivo clásico (sobrepasar), utilizando métodos que apuntan rendimiento, despreciando creatividad, nuevas formas de movimiento e inserción de éstas en el contexto de los deportes. Este estudio se caracteriza como descriptivo, con el objetivo de verificar la enseñanza del Atletismo en clases de Educación Física basado en las prácticas curriculares de la asignatura Atletismo 1. Participaron los profesores de Educación Física de las escuelas investigadas. Como resultado se definió categorías que trazan la realidad pedagógica de la Educación Física en la escuela y se elaboró medios y estrategias de reformulación de ésta, considerando concepciones pedagógicas que se cimentan en el curso de Educación Física – Licenciatura de la UFSM.

Palabras clave: Deportes Curriculum. Atletismo escolar. Educación y Entrenamiento físico.

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