

92 - CONSIDERATIONS OF THE THEME FROM THE PERSPECTIVE OF OLIMPICO STUDENTS OF SECOND YEAR OF HIGH SCHOOL CITY CAXIAS DO SUL, RS

GABRIEL CITTON

ISABEL SPIES

UNIVERSIDADE DE CAXIAS DO SUL, CAXIAS DO SUL, RS, BR

gabrielcitton@ig.com.br

INTRODUCTION

The sport is present in human history since the dawn of civilizations. He is a socio-cultural phenomenon with different forms of manifestation and in constant transformation. Practiced by various social classes, gender, ages and conditions, the number of fans and their significance in various directions grows every year.

Every four years the configuration of the sport takes greater significance in light of the Olympic Games, one of the most important world events. Mobilizes people, and the event grows every issue, bringing together as many athletes, sports, countries, spectators, media and others worldwide.

Its origins are mainly due to Pierre de Fredy, or known as Baron de Coubertin, born in Paris on January 1, 1863, was the creator of the Olympic Games. His life was dedicated to education through sports, and saw the sport and the Olympic ideals Greeks a source of inspiration for the betterment of the human being was also the founder of the International Olympic Committee (IOC), Olympic Movement and Olympic Games the modern era.

According to the IOC (2008), Coubertin saw sports as part of the education of every young as well as science, literature and the arts. His life was guided by the promotion of Olympism and Olympic ideals. Baron de Coubertin became one of the most important sports figures, even without having scored a single goal or single point in official competitions. Due to its commitment, the Olympics were reborn after nearly 16 centuries of hibernation.

According to Rubio and Carvalho (p.351), the Greek Olympics was an extraordinary moment of rapprochement between the various Greek states, were the mud interhelênicas relations, since that would amount to real general assemblies of the Greek people [...] emphasizing its celebration. Even by passing decades with issues in various corners of the world, the Olympics still have a large proportion of sporting celebration. In turn, beyond the search for titles, champions, records, each edition of these games are recognized as great moments for reflection on issues that affect all humanity in its different facets.

Study related to the Olympics and its various areas has grown every year. Topics such as Olympism, Olympic Movement, Olympic Studies are constantly being developed, thanks to scholars who see them as fundamental role in the discussion of its ideals.

In the case of Olympism, originally appeared on his studies and later initiatives by individuals and institutions. Some scholars of the area and are worth pointing Prof. Dr. Lamartine Da Costa, Professor. Dr. Eduardo de Rose, Professor. Dr. Alberto Reppold, Professor. Dr. Gaudencio Neise Prof. Octavio Dr. Gaudencio, among others (Tavares et al., 2006, p. 18.83).

Among the topics Olympism and Olympic Studies is an epistemological distinction between the meanings of both. The first refers to the production of knowledge, and second according to Tavares et. al (2006, p. 18.83), refers to the foundations and values that justify and guide the actions of individuals connected with the sport in its multiple levels.

The same authors argue that the term Olympism was created by Pierre de Coubertin, to refer to the set of ideas and principles, also called "Olympic Values", which gives or should give the basis and justification for the Olympic games and action of the movement.

The Statute of the International Olympic Committee - IOC (Olympic Charter) defines Olympism as a "philosophy of life" that combines sport with culture and education aiming to place sport at the service of the harmonious development of man. Already Durantez (2206, p.5) adds that today Olympism is a philosophy of life that uses sport as a transmitter of its current formative principles, peace, democratic, humanitarian, cultural and ecological.

According to the Olympic Charter, Olympism is a philosophy of life, exalting and combining in a balanced manner, a set of qualities of body, will and spirit. Blending sport with culture and education, Olympism seeks to create a lifestyle based on a bag of effort, the educational value of good example and respect for universal fundamental ethical principles.

After that, the official choice of Rio de Janeiro to host the Olympics in the year 2016, contained questions came to mind, for example, does the meaning of Olympism is being discussed in schools? Everyone talks about the legacy of the Olympics, the Olympics will bring much money with tourists, etc..

The aim of this work is to start a movement to really know if people especially young people understand the Olympics in essence. This study, at first, very superficial, intended as the beginning of a larger study and who wants to expand in order to discuss the legacy of Olympic Education in Brazil. In this regard, an initial step to seek to develop the theme of Olympism in school, specifically in physical education classes.

The Fitness School takes on an important role in shaping the individual, because it is an area of knowledge that studies and acts on a set of practices related to the body and movement, created by man to the right of its history, which manifested by the games, gymnastics, wrestling, dancing and sports. Physical Education has an educational purpose, and is also a medium for social education.

This tells us Bracht (1997, p.16-17), points out that when:

[...] Physical Education is the body movement - is what confers the specificity of Physical Education within the school. But the human body movement or movement that is its theme, is not any movement, all movement is not. It is human movement with specific meaning / sense, they turn to it in historical and cultural context. The movement that is the subject of Physical Education is what is in the form of games, gymnastic exercises, sports, dance, etc.. These movements are not the exclusive property of this area of practice or teaching, on the contrary, the Physical Education seized in greater and lesser extent these activities [...] bodily pedagogized them (or intending pedagogized them). These activities, as I said, have a certain code that exposes its historical condition, express / communicate a sense, to incorporate a context which gives them meaning.

In this perspective, given the many ways to develop the physical education classes, work with themes that are deeply linked to the area becomes a positive factor.

The theme of Olympism may contribute to a discussion to develop and make sense of values and the legacy of the Olympics. To this end, the goal for this research is:

* Analyze the prior knowledge of the subject Olympism from the perspective of students in second year high school students from two schools in the public schools of the city of Caxias do Sul.

METHODOLOGICAL PROCEDURES

The survey defined qualitative / quantitative view to implementing an open question. Was applied to 100 students (50 boys and 50 girls) aged between 15 and 18. They are second year students of high school, two public schools in the city of Caxias do Sul. They were invited to participate in the research, aware of the objectives thereof, and their valuable contribution.

The question was answered in a white paper of the same size at all, individually, during class time for Physical Education and lasted approximately 3 minutes. In addition to identifying only by sex and age, students were asked to answer the following question: What do you understand about Olympism? Responses were categorized and are discussed below.

RESULTS AND DISCUSSION

Of the 100 participants, ages of the girls were distributed as follows: 12 girls aged 15, 35 girls aged 16 and three girls aged 17 years, totaling 50 girls. Already males, ages corresponded to 9 boys aged 15 years, 28 boys aged 16 and 13 boys aged 17 years.

Their ages will be represented in the following table.

FEMALE			MALE		
15 years	16 years	17 years	15 years	16 years	17 years
12 subjects	35 subjects	3 subjects	9 subjects	28 subjects	13 subjects

Table 1: representing the variation of ages and sex among participants.

In the case of Olympics, it is important to view both sexes there is no distinction or prejudice. Regarding the question "What do you understand about Olympism?", Female, raised the 21 definitions, we have identified 69 times distributed among themselves.

Of these 21 definitions, five answers that stood out most refer to the fact: namely winning and losing, having an Olympic spirit, respect for others and as a means to end the prejudice and integration of people, and others (represented in graph 1).

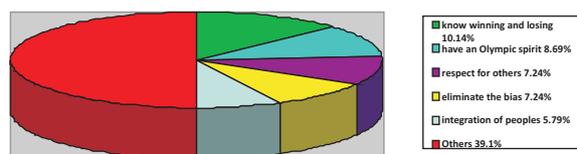


Chart 1: Data submitted by girls regarding the question "do you understand about Olympism?"

Regarding the question "What do you understand about Olympism?", Female, raised the 21 definitions, we have identified 69 times distributed among themselves. Of these 21 definitions, five answers that stood out most refer to the fact: namely winning and losing, having an Olympic spirit, respect for others and as a means to end the prejudice and integration of people, and others (represented in Figure 1). Already with the male raised the 24 definitions, we have identified 77 times, divided among themselves.

Of these 24 definitions of the five answers that stood out in the question "What do you mean by Olympism" refer to: the act of meeting people, united country or people, teamwork, respect for others, dealing with different cultures and others (represented in Figure 2).

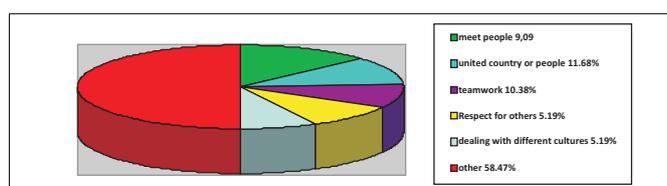


Chart 2: data presented by the boys concerning the question "do you understand about Olympism?"

This evidence highlighted by both sexes deserve attention because they fit in defending the Olympic Charter, that is, combining sport, culture, the educational value of good example and respect for universal fundamental ethical principles. The responses indicated for females were distributed in a way, but in males, there was a greater emphasis to some definitions.

In both sexes, respect for others, the integration of peoples, and the union of countries or peoples were highlighted. These concepts can be learned at school not in isolation but also as a form of multidisciplinary activity. Among the other items highlighted by both sexes, some may be reminded, for example, encouraging the practice of sport, peace, the efforts of athletes, companionship, honesty, and are also indicative that they represent a Topic Olympism.

Also worth emphasizing the fact that four students and one student had answered that question "do you understand about Olympism" as follows: "I do not know." This fact attracted our attention because it serves as a warning, but it can be given numerous assumptions. It's not for us to list the possible assumptions, but is a fact that could be better developed in other research.

CONCLUSION

Addressing the issue Olympism in school, not only in moments close to the Olympics, but also as a way to develop multidisciplinary work is a good way to combine the most diverse areas of knowledge with common goals. The theme of Olympism need not be only related to games and competitions, but also their values, ideals and legacies, which he defended. Can be worked in different series, highlighting a consistent language level, age, and knowledge of students....

We know that many people view the Olympics as a way to know the fastest, strongest, most skilled, among others. But

knowing its origin, its history, precursors, their evolution will give us other views on the subject.

So the Olympics are now part of everyone's life, directly or indirectly. Until the 2016 Olympic Games, to be held in Rio de Janeiro, Brazil, there is still time to discuss the very subject that is vast and will also be a great opportunity to spread the ideals, values and legacy of this worldwide phenomenon.

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Rua Vereador Mário Rosa, 671.
 Bairro Santa Catarina
 Caxias do Sul, RS, Brasil
 CEP: 95013-300
gabrielcitton@ig.com.br

CONSIDERATIONS OF THE THEME FROM THE PERSPECTIVE OF OLIMPICO STUDENTS OF SECOND YEAR OF HIGH SCHOOL CITY CAXIAS DO SUL, RS

ABSTRACT

The sport is present in the history of peoples since the dawn of civilizations. Every four years the configuration of the sport takes greater significance in light of the Olympic Games, one of the most important world events. Mobilizes people, and the event grows every issue, bringing together as many athletes, sports, countries, spectators, media and others worldwide. Topics such as Olympism, Olympic Movement, Olympic Studies are constantly being developed. The Statute of the International Olympic Committee - IOC (Olympic Charter) defines Olympism as a "philosophy of life" that combines sport with culture and education with the objective of placing sport at the service of the harmonious development of man. For both this research aimed to examine the prior knowledge of the subject Olympism from the perspective of students in second year high school students from two schools in the public schools of the city of Caxias do Sul. Through an open question, applied to 100 students (50 boys and 50 girls), the second year of high school, aged between 15 and 18. The results show that students have a general idea of Olympism theme, but rather fragmented. Address the issue Olympism in school, not only in moments close to the Olympics, but also as a way of developing multidisciplinary work is a good way to combine the most diverse areas of knowledge with common goals, in order that this issue need not be related only the games and competitions, but also their values, ideals and legacies, which he defended.

KEYWORDS: Olympism, Olympic games, education.

CONSIDERATIONS DU THEME DE LA PERSPECTIVE DES ETUDIANTS OLIMPICO DE DEUXIÈME ANNÉE DE HAUTE CAXIAS DO SUL CITE SCOLAIRE, RS

SOMMAIRE

Le sport est présent dans l'histoire humaine depuis l'aube des civilisations. Tous les quatre ans, le contexte du sport prend une importance accrue à la lumière des Jeux Olympiques, l'un des événements mondiaux les plus importants. Mobilise les gens, et l'événement augmente chaque question, qui rassemble beaucoup d'athlètes, des disciplines sportives, les pays, les spectateurs, les médias et d'autres à travers le monde. Des sujets tels que l'Olympisme, le Mouvement olympique, d'études olympiques sont constamment développées. Le Statut du Comité international olympique - CIO (Charte olympique) définit l'Olympisme en tant que "philosophie de la vie" qui allie le sport à la culture et l'éducation visant à mettre le sport au service du développement harmonieux de l'homme. Pour les deux cette recherche visait à examiner la connaissance préalable de l'Olympisme objet du point de vue des étudiants en deuxième année les étudiants du secondaire de deux écoles dans les écoles du pubis de la ville de Caxias do Sul. Grâce à une question ouverte, appliquée à 100 élèves (50 garçons et 50 filles), la deuxième année du secondaire, âgés entre 15 et 18. Les résultats montrent que les élèves aient une idée générale du thème de l'Olympisme, mais plutôt fragmenté. Aborder l'Olympisme question à l'école, non seulement dans les moments proches pour les Jeux olympiques, mais aussi comme un moyen de développer le travail multidisciplinaire est une bonne façon de combiner les domaines les plus divers de la connaissance avec des objectifs communs, afin que cette question ne doivent pas être liées seulement les jeux et concours, mais aussi leurs valeurs, des idéaux et des legs, qu'il a défendu.

MOTS-CLÉS: l'Olympisme, les jeux olympiques, de l'éducation.

CONSIDERACIONES DEL TEMA DE LA PERSPECTIVA DE LOS ESTUDIANTES DE SEGUNDO AÑO OLIMPICO DE ALTA ESCUELA CIUDAD CAXIAS DO SUL, RS

RESUMEN

El deporte está presente en la historia humana desde los albores de las civilizaciones. Cada cuatro años la configuración de este deporte tiene una mayor importancia a la luz de los Juegos Olímpicos, uno de los eventos más importantes del mundo. La gente se moviliza, y el evento crece cada tema, que reúne a tantos atletas, el deporte, los países, los espectadores medios de comunicación, y otros en todo el mundo. Temas como el Olimpismo, el Movimiento Olímpico, Estudios Olímpicos se están desarrollando constantemente. El Estatuto del Comité Olímpico Internacional - COI (Carta Olímpica) define el Olimpismo como una "filosofía de vida" que combina el deporte con la cultura y la educación con el objetivo de poner el deporte al servicio del desarrollo armónico del hombre. Por tanto esta investigación tuvo como objetivo examinar el conocimiento previo del Olimpismo tema desde la perspectiva de los estudiantes en los estudiantes de segundo año de escuela secundaria de dos escuelas en las escuelas del pubis de la ciudad de Caxias do Sul. A través de una pregunta abierta, aplicada a 100 estudiantes (50 chicos y chicas 50), el segundo año de escuela secundaria, con edades comprendidas entre 15 y 18. Los resultados

muestran que los estudiantes tengan una idea general del tema de Olimpismo, sino más bien fragmentada. Abordar el tema del olimpismo en la escuela, no sólo en los momentos cercanos a los Juegos Olímpicos, sino también como una forma de desarrollar un trabajo multidisciplinario es una buena manera de combinar las más diversas áreas del conocimiento con objetivos comunes, a fin de que esta cuestión no tiene por qué estar relacionado con el sólo los juegos y competiciones, sino también SUS valores, ideales y legados, que defendió.

PALABRAS CLAVE: Olimpismo, los Juegos Olímpicos, la educación.

CONSIDERAÇÕES DO TEMA OLIMPISMO SOB A ÓTICA DE ALUNOS DO SEGUNDO ANO DO ENSINO MÉDIO DA CIDADE DE CAXIAS DO SUL, RS

RESUMO

O esporte está presente na história dos povos desde os primórdios das civilizações. De quatro em quatro anos, a configuração do esporte toma maior significado em função dos Jogos Olímpicos, um dos mais importantes eventos mundiais. Mobiliza populações, sendo que o evento cresce a cada edição, reunindo maior número de atletas, modalidades esportivas, países, espectadores, mídia entre outros no mundo todo. Temas como Olimpismo, Movimento Olímpico, Estudos Olímpicos estão sendo desenvolvidos constantemente. O estatuto do Comitê Olímpico Internacional - COI (Carta Olímpica) define o Olimpismo como uma "filosofia de vida" que combina esporte com cultura e educação tendo como objetivo colocar o esporte a serviço do desenvolvimento harmônico do ser humano. Para tanto esta pesquisa teve como objetivo analisar os conhecimentos prévios do tema Olimpismo sob a ótica de alunos do segundo ano do ensino médio de duas escolas da rede pública de ensino da cidade de Caxias do Sul, RS. Por meio de uma pergunta aberta, aplicada para 100 alunos (50 meninos e 50 meninas), do segundo ano do ensino médio, com idades entre 15 e 18 anos. Os resultados demonstram que os alunos tem uma idéia geral do tema Olimpismo, porém bastante fragmentada. Tratar do tema Olimpismo na escola, não só em momentos próximos aos Jogos Olímpicos, mas também como forma de desenvolver trabalhos multidisciplinares é uma maneira positiva de aliar as mais diversas áreas do conhecimento com objetivos comuns, tendo em vista que este tema não precisa ser relacionado somente a jogos e competições, mas também aos seus valores, ideais e legados, por ele defendidos.

PALAVRAS-CHAVE: Olimpismo, Jogos Olímpicos, educação.