



BRAZILIAN GYMNASTICS FEDERATION

CONTRIBUTIONS OF A GYMNASTICS FOR ALL PROJECT FOR INITIAL FORMATION IN PHYSICAL EDUCATION

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Gymnastics is one of the contents of physical education (PhE) at school (BRAZIL, 2017), however, studies show that it has been neglected within Brazilian school (AYOUB, 2007; PORTO, 2014; COSTA et al., 2016). On the subject, Soares et al. (2002) argue that the presence of gymnastics at school can provide rich experiences for students by the characteristics of their movements and Ayoub (2016) boosts that Gymnastics for All (GfA) would be the most appropriate modality to accomplish this function in school. The Barbosa- Rinaldi and Souza (2003) and Barbosa-Rinaldi and Cesário (2009) studies point to several reasons to justify the lack of gymnastic in this context, including the absence of professional formation which generates insecurity on part of teachers on conducting of gymnastics and the restricted view of this only as a modality of high performance. That is, related to the training of teachers. From this reality, we verify that, in the Brazilian universities, in the graduation in PhE the majority of academics while entering into higher education are in a condition of gymnastic illiteracy, interfering negatively in the formative process, considering they do not have mastery of a repertoire of gymnastic movements. Given this reality and intending to contribute to the formation of students of the PhE course of the State University of Maringá (UEM), since 2003 the Extension Project Companhia Gímica of DEF/UEM has developed activities based on GfA. Thus, this study aims to describe the activities carried out by the Cia Gímica that have contributed to the formation of the students of the PhE course. Among the contributions of the mentioned project that were verified in the research executed by Gonçalves and Barbosa-Rinaldi (2012), the professional instrumentalization used in the intervention in the field of GfA is highlighted, allowing the constant updating of k



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knowledge, the production of knowledge and new possibilities of working with the GfA. We understand that, this work is justified by socializing actions that can serve as reference for other national and international universities. On this account Barbosa-Rinaldi and Paoliello (2008) think this type of project within the universities can be a way through positive changes in the professional performance with the GfA in several contexts, bringing academics closer to the contents that are insufficient. For that, this extension project has been organized in moments of practical and theoretical studies. The project enables the members to: practical activities, experiencing new practices of gymnastic movements; practical workshops, that each member can socialize experiences, later incorporated into choreographies, such as ballet workshop, dance, body expression, among others; choreographic compositions are constructed from a collective production process. The presentations of the choreographic compositions happen as a way of socializing the constructed knowledge and are made in schools, national and international events of the field, among others; the choreographic presentations allow the contact with external public to the university, as well as the dissemination of the productions in the project; studies and research meetings are held, in which readings and debates are put into effect in order to produce knowledge in the GfA area. The productions are presented and discussed by the members of the group in a process of collective elaboration and later socialized in periodicals and events of the area. As future actions, we plan to offer workshops for different contexts, such as universities, schools organizations and institutions that arouse interest in the modality. It is concluded that the project allows its members to know the GfA and, consequently, to produce knowledge that may contribute to their future professional practice.

Keywords: Gymnastics for All; Graduation; Physical Education; School.