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## Federal Institutes Games as an educational aggregator: a report of experience developed at IFAP - Amapá.

*Games of the Federal Institutes as an educational aggregator: an experience report developed at IFAP - Amapá.*

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### Summary

Sport is a phenomenon capable of influencing their lives in various ways and in different aspects, physical, cognitive and social. Regarding school performance, we can highlight that it has a variety of determinants for it to happen or improve. In this study, we sought to analyze, through experiences with participation in games, the positive and negative contributing factors to improving student development. To this end, our main objective was to report the experiences acquired during participation in the Federal Institutes Games, reporting the positive and negative factors experienced in this process. The study was carried out at the Federal Institute of Amapá, IFAP, with technical and vocational high school students who participated in the Institute's teams, from 2016 to 2018, being a qualitative, descriptive research and characterized as an experience report. To process the data, the experiences experienced by teachers during participation in the games at the Federal Institutes, State and North stages were used. From this analysis, we diagnosed the positive and negative factors of participation in games and the possible interferences to be made to improve student participation. The reports presented here will support in-depth theoretical discussion in dialogue with existing literature. Therefore, we conclude that the participation of students in training and games can be a factor that adds biopsychosocial values that enable these students to improve their academic performance and become better people inside and outside the school environment.

**Keywords:** Sport. School performance. Games.

### Abstract

Sport is a phenomenon capable of influencing their lives in various ways and in different aspects, physical, cognitive, and social. In relation to school performance, we can emphasize that it has a variety of determinants for it to happen or improve. In this study, we sought to analyze through the experiences lived with the participation in the games, the contributing factors positively and negatively for the improvement of students' development. For that, we had as main objective to report the experiences acquired during the participations in the games of the Federal Institutes, the positive and negative factors experienced in this process. The study was carried out at the Federal Institute of Amapá, IFAP, with technical and

vocational high school students who participated in the Institute's teams from 2016 to 2018, being a qualitative, descriptive, and characterized as an experience report. For the treatment of the data, the experiences experienced by the teachers during the participation in the games of the Federal Institutes, Stage State and North, were used. From this analysis, we diagnose the positive and negative factors of participation in the games and the possible interferences to be made to improve this participation of the students. The reports presented here will support the theoretical discussion in depth in dialogue with existing literature. In this way, we conclude that the participation of students in training and games, can rather be a factor that aggregates biopsychosocial values that make these students their school performance and become better people improve inside and outside the school environment.

**Keywords:**Sport. School performance. Games.

## 1. Introduction

Sport, whether educational, participation or performance, is today a sociocultural phenomenon that every day gains more fans and notoriety in Brazil and around the world. It is also one of the themes of movement body culture with the greatest presence in school Physical Education. This process of sportivization of School Physical Education generates many questions and has led to discussions about its characteristics and influences on student training. Sport is one of the most important sociocultural phenomena in the transition process between the last few centuries, which has attracted the attention of intellectuals and the international media, thus enabling political, social, cultural, educational, scientific and anthropological developments (TUBINO, 2010). Barbanti (2006, p. 57) defines sport as “an institutionalized competitive activity that involves vigorous physical effort or the use of relatively complex motor skills, by individuals, whose participation is motivated by a combination of intrinsic and extrinsic factors”.

At school, sport is present both within Physical Education classes and outside of them, in extracurricular moments. We therefore understand that school sports practice refers to sport as one of the contents to be developed by school Physical Education, while school sports practices are extracurricular activities that can be called sports training classes, with the purpose of school representation in competitions or no.

Thus, in school Physical Education classes, sport constitutes one of the elements of the body culture of movement and is integrally inserted into the school routine. For some time, the role of sport at school was heavily criticized. Not only the sportivization process in classes, but also the objective that was proposed:

strict training of athletes. For many years, this situation led to many questions and discussions about the characteristics and influences of sport on students' education.

According to Lazzarotti Filho *et al.* (2005, p. 151), the education of the body through school sports is one of the main vectors present at school.

In order to clarify the role and importance of sport in society, Tubino (2010) presents three manifestations (forms) of sporting practices and their guiding principles that are presented according to each context, scenario and objective.

Sports-Education (aimed at developing citizenship) is divided into: Educational Sports and School Sports.

Educational Sports, also called Sports at School, can also be offered to children and adolescents outside of school (communities in a state of need, for example). It must be based on the principles of: inclusion, participation, cooperation, co-education and co-responsibility.

School Sports are practiced by young people with some talent for playing sports. Although it includes competitions between schools, it does not exclude training for citizenship, as a manifestation of Sports-Education. It is referenced in the principles of Sports Development and the Development of Sportsmanship. Sportsmanship is more than "Fair-play", as it also includes determination to face challenges and other important moral qualities.

Sports-Leisure, also known as Popular Sports, practiced spontaneously, is related to Health and the rules. These can be official, adapted or even created, as they are established between the participants. It is also known as Community Sport, Leisure Sport, Participation Sport or Free Time Sport, its principles are: participation, pleasure and inclusion. Performance Sport, also known as Competitive Sport, Performance Sport and Institutionalized Sport, is practiced in accordance with codes and rules established by international entities. It targets results, victories, records, sporting titles, media projections and financial prizes. Ethics must be a reference in competitions and training. The two principles of Performance Sport are: Overcoming and Sports Development. It is worth clarifying that Performance Sport can be: Performance or High Performance (High Competition, High Level, etc.).

At the Federal Institutes of Education, Science and Technology of Amapá, sport also has its recognition and prominence, both for its educational and social aspect, and for the school representation in games held between the units of the Federal Network. In addition to Physical Education classes (teaching), there are also possibilities for carrying out extension and/or research projects that add sport as a relevant tool in the educational process and people's quality of life.

One of the questions frequently raised concerns the presence of competition within Federal Institutes. The holding of these competitions reflects the evolution of the sport as much as it encourages discussions. On the one hand, within the Institutes there are those who

They are against the holding of competitions and the participation of students, as they claim that they only reproduce the models of high-performance sport, claiming that they are based on the principle of exclusion and exalt tempers and can generate fights and disaffection. On the other hand, there are those who defend moral values and educational components associated with sporting experiences.

At the Federal Institute of Amapá (IFAP), specifically, sport is a major attraction, exerting a certain influence and expectation on the part of students who seek and/or participate in sports teams and, consequently, are called upon to represent the Institution in competitions. (state, regional and national).

In this sense, the main objective of this experience report is to describe the narratives about the Federal Institutes Games from the perspective of Physical Education teachers and participating actors for 3 years, pointing out the positive points and aspects that deserve to be improved. Additionally, describe perceptions about the influence of sport on students' human development and academic performance.

## **2 Problem**

Taking as a starting point everyday observations and experiences within the scope of Federal Institutes as well as literature on sport and its relationship with education, this research sent me some questions and reflections regarding the context in which we were inserted. In this sense, we consider that there is relevance in deepening reflections regarding the following research problems: a) What are the contributions of the experiences and learning acquired in experiences related to the Federal Institutes Games? b) What are the positive factors and those that still need to be improved in this context? c) Is there a relationship (positive and/or negative) between sports practice and the academic performance of students/athletes participating in IFAP sports teams?

## **3 Hypothesis**

In view of the above, it is worth highlighting that one of the points to be reflected in this experience report is directly related to the development and improvement of the quality of teaching at Federal Institutes. Since sport constitutes a

tool that adds to the education and development of students, consequently, it must be considered as a prominent and necessary factor in improving the quality of life of our students. In other words, the participation of students in training and competitions can generate an improvement in their academic performance due to the benefits provided by sport.

#### **4 General Objective**

Report the experiences acquired during participation in the Federal Institutes Games, pointing out the positive and negative factors experienced in this process.

#### **5 Specific objectives**

- Describe the perceptions regarding the benefits (positive factors) of sport on the human development and academic performance of students participating in JIFAP/AP and JIF's.
- Identify negative factors and/or points that must be improved to contribute to the development of students who participate in the games.

#### **6 Justification**

The contributions that this experience report presents consist of elucidating and highlighting the importance of the role of sport that has been developed in the Federal Institutes and its impact on the lives of adolescents and young people who participate in sporting activities. This work is also important because it dialogues with the findings in the literature that sport is an essential tool in the Education process and positively influences the r

In short, this report becomes relevant as it seeks to deepen knowledge about possible distinctions in relation to sports practice and academic performance in order to elucidate and provide relevant information in the training and education process of students/athletes, and entire school community involved in the matter.

## 7 Theoretical Framework

### 7.1 Sport and the benefits of practicing school sports

Sport consists of a phenomenon that was historically constructed, encompassing different manifestations and being transformed by the needs, possibilities and objectives of different characters (PAES; BALBINO, 2002). Over the years, the configuration of sport in society and at school was articulated in the face of social, cultural, economic, political and, above all, educational influences and contexts (PRIORE; MELO, 2009), thus being increasingly present in people's lives and within schools.

The PCN's for the area of school Physical Education bring three aspects that highlight the basic characteristics of sport at school: inclusion, which systematizes objectives, content, teaching-learning and evaluation processes with the aim of inserting the student into body culture of movement; that of diversity, more applied to the construction of teaching and learning processes, as well as guidance in choosing objectives and content, aiming to expand relationships between knowledge of body movement culture and the subjects of learning. Finally, the content categories (conceptual, attitudinal and procedural) (BRASIL, 1998).

The benefits of practicing sports have been established in a broad context, that is, not only in biological terms (physical health), but also in social aspects (coexistence/attitudes of perseverance, discipline and cooperation), in addition to contributing to the development of intellectual activities, namely: academic performance (FERRAZ, 2009).

The United Nations Development Program (UNDP) recognizes the role of sport as a facilitating element of human development and a culture of peace, where its promotion favors tolerance and respect between communities and their relationships with health, education and social inclusion (UNDP, 2017).

In the school context, sport was, for a long time, a source of controversy, remaining between denial and sporting practices; Such tensions and misunderstandings left doubts regarding the meaning and importance of sport in educational spaces. However, over the years, the recognition and appreciation of sports practice at school have been established from the perspective of Sports Pedagogy, which seeks to address the possibilities of sports in the school institution (REVIEW *et al.*, 2016).

Therefore, the relationship between sport and school performance provokes great discussions. When we think about sport at school, even outside the physical education classroom, we need to understand that it must positively influence human development and, consequently, the education of students. In this regard, we must not forget the number of activities that the student has to carry out during the day, as depending on the amount of commitment the student will be super busy, without enough time to successfully carry out all their commitments.

There are different opinions regarding extracurricular sports practices in schools. Many people, such as teachers, principals and even parents of students, support sports at school, but many are completely against it and even want this practice to disappear. (VIACELLI, 2002).

Thus, it is clear that, like other subjects, Physical Education has its role in building values and codes that permeate society. Bracht (1997, p. 63), states that sport really educates, however, it can lead the individual to internalize values, norms of behavior, which will make it possible to adapt to capitalist society. Education that leads to behavior and not knowledge. According to Lazzarotti Filho *et al.* (2005, p.151), The education of the body through school sports is one of the main vectors present at school.

During the research we found that there are few references on this specific subject. Thus, we understand that the study may arouse the interest of other researchers who live in the school environment and are faced with similar problems to seek to carry out new, more in-depth research, thus being able to obtain more significant results on the subject.

## **8 Methodology**

This is qualitative, descriptive research characterized as an Experience Report. Qualitative research is not concerned with numerical representation, but rather with deepening the understanding of a social group, an organization, etc. (GOLDENBERG, 1997, p. 34). Qualitative research is therefore concerned with aspects of reality that cannot be quantified, focusing on understanding and explaining the dynamics of social relations.

A bibliographical research was carried out on sport and its benefits in the school environment. The narratives presented were acquired through the daily experiences of Physical Education teachers at the Federal Institute of Amapá.

During this period, from 2016 to June 2018, 3 State stages and 2 North stages were held, a model in which the games of the Federal Institutes are divided, where the champion of each modality in the State stage, held in Macapá (IFAP headquarters campus) represents the Institute in the Northern stage, held in a different venue each year, and the champions of that stage participate in the National stage.

In 2016, the North stage was held in Manaus and 2017 in Belém. In 2016, 67 students participated in the State stage in Macapá, in 2017 around 52 and in 2018, 42. In 2016, these students were from the Laranjal do Jari and 2018 from the Porto Grande campus. The students were from high school, technical, professional and were part of the teams in different individual and collective modalities, in the nipes: women's and men's.

The reports presented here will support in-depth theoretical discussion in dialogue with existing literature. This research can help to understand a little more about the presence of sports and competition in the school environment, observing whether it can contribute significantly to improving the academic performance of participating students.

## **9 Results and Discussion**

- Positive factors and issues to be improved in the Federal Institutes games

During the period in which we participated in the Federal Institutes games, we observed that this entire process of integration, socialization and concentration of students allows for social improvements (in team relationships), with the family after and especially their academic performance, since, for participating in the games criteria such as behavior, class attendance and good academic performance are taken into consideration for the participation of students in the games.

In this sense, it is clear to perceive a range of motivations (intrinsic and extrinsic), especially on the part of students, to undertake sports and be able to represent the Institution in games. There is a strong and pleasurable construction of a collective dream before, during and after each experience we have in the games, whether at the state or regional stage.

We also noticed that these students develop a sense of responsibility and great maturity due to the disciplines acquired in training for the games and during them, increasing their interest in participating in classes and getting good grades to be able to participate in the teams.

Another interesting point observed was that most students trained around 3 to 5 hours a week, inside and outside the Institute, and this training load did not affect their academic performance, on the contrary, the majority started to dedicate themselves more to their studies, as they knew that if their performance was not satisfactory they would not be able to participate in the teams. Students who were previously shy and quiet began to communicate more and this meant that they, within the classroom, performed better in activities that require teamwork or even individual work in presentations and seminars.

Physical activity helps in the development of adolescents and in reducing the risk of future diseases, in addition to having important psychosocial effects and several other positive influences are related to regular physical activity, among them the increase in lean body mass, decrease in body fat, improvement of levels of cardiorespiratory efficiency, muscular resistance and isometric strength, in addition to important psychosocial effects (VIEIRA; PRIORE; FISBERG, 2002 p. 7). Such factors are directly related to the daily lives of students at Federal Institutes who aim to participate in games.

Another relevant and aggregating aspect during the experiences lived in the games was the fact that the students acquired cultural capital that became unforgettable with each trip. We realized that just leaving the city where they live is a great learning experience and a reason for happiness for them. Some had never left their cities, much less taken a plane, for example.

Therefore, the motivational factor of getting to know different places, new people, new cultures and traveling to another state makes dedication and application in training, games and within the school a focus. This conveys self-confidence and personal satisfaction and makes them leave the routine of curricular activities, to socialize and to simulate life goals, as sport can be a stage for situations to be experienced in adulthood.

However, even with all these positive factors, it is important to be aware of some situations that could harm our students. The role of the Physical Education teacher is extremely important, above all, in the instruction and constant observation of those

students who seek to dedicate themselves exclusively to training rather than studies. Students are commonly criticized for such attitudes, however, educators must be aware of the training process and ideal approach to best encourage students, mainly helping them organize their time and priorities.

It is also essential that there is a better understanding of the importance of games in the lives of students, on the part of some teachers, that is, it is necessary for them to be more empathetic towards students who prefer to acquire the practice. sports as a habit and philosophy of life. Unfortunately, we witnessed some situations, which are against the participation of students in games and even the existence of such an event.

Sport is constituted as a phenomenon and essential human and educational development tool for populations, it is important that committed teachers seek to improve their knowledge and recognize sport as an aggregating and interdisciplinary factor.

### **Final considerations**

Through participation for 3 years in the Federal Institutes games, State stage – JIFAP in Macapá and North stage – JIF's, Manaus and Belém, we had the opportunity to reflect and observe how beneficial, biopsychosocially speaking, the participation of a student in the training and games. Intrinsic and extrinsic factors were worked on and improved during this period by the students, because we believe in sport as a means of human development, and because we consider the presence of quality extracurricular sports practices in schools to be fundamental.

We found that students are influenced by different environments, and these influences are capable of determining good or bad academic performance, such as family, school and socioeconomic influences, and that the vast majority of teachers are able to see the benefits of this sports practice as something that it can change and improve the integral development of this student.

We also observed good aspects of regular sports practice, and the relationship between sports practice and the need for good academic performance, something that is required for student participation in games. It was also found that with participation in games and training, there is an improvement in the relationship between students, also improving discipline,

the willingness to carry out tasks, concentration, responsibility and organization. We therefore consider that the improvement of these characteristics represents a good influence on school performance. Since teenagers at this stage go through various challenges and conflicts, it is very important for them to develop these elements through sport.

In this way, we conclude that the participation of students in training and games can be a factor that adds biopsychosocial and educational values that make these students improve their academic performance and become better people inside and outside the school environment and that the practice Sports that are well balanced with responsibility and well guided by the teacher are more beneficial than harmful to students' academic performance.

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