

# PERCEPTIVE ANALYSIS OF THE ORIENTATION RACE IN THE SCHOOL CONTEXT

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**Abstract:** Since, among the activities carried out in natural environments, there is the orienteering race, which refers to the Physical Activities of Adventure in Nature (AFAN), the objective of this study was to identify the development of the orienteering race in interdisciplinarity. It is a quantitative methodology applied to elementary school I, with qualitative analysis of action research that aims to identify the quality of teaching, in an action that involves researchers and interested groups. The results obtained show that the practice of the orienteering race associated with theoretical subjects propose the best educational development. Finally, this study demonstrates that the application of the orienteering race in the school environment demonstrates an innovative proposal, which in a didactic pedagogical way develops theoretical teaching through sports practices and aims to insert and encourage students with active participation.

**Keywords:** Physical Education. Interdisciplinary Practices. Teaching. School performance.

## INTRODUCTION

The school environment is a space for human interactions and a source of socialization, where important relationships and bonds of friendship are built, as well as the enculturation of young people, allowing them to appropriate a culture through the relationship with recognized models, information and feedback. they receive, facilitating teaching and learning (CUNHA, 2013). In addition, the school is seen as an environment conducive to the development of sports activities in various modalities, directly in Physical Education classes or in extracurricular activities.

Physical education aims to provide the experience with the sport, the spirit of cooperation, overcoming, in addition to

health benefits such as cardiorespiratory condition, improved mental health, reduced risk of diseases, among others.

The pedagogical process based on Sousa (2017) is the focus of attention of teachers who aim at development throughout the year, in which the characterization of students carried out initially, is diagnosed and deepened in search of guarantee of learning.

The Education Guidelines and Bases Law (1996) determines Physical Education as a mandatory subject for basic education, as stated in its Art. 26, § 3 “Physical education, integrated to the pedagogical proposal of the school, is a mandatory curricular component of basic education [...]”

According to the National Curricular Common Base (BNCC), a document that guides Brazilian education, Physical Education is subdivided into: Play and games, dances, gymnastics, sports, fights and adventure body practices.

Thus, the adventure body practices are proposals that can be characterized from the Physical Activities of Adventure in Nature (AFAN). IN which AFAN is characterized by being experienced during free time, permeated by imaginary aspects, being able to provide sensations and emotions, in contact with the natural environment.

As Silva (2019) defines AFANs, as a set of activities inserted in the natural environment, in which they provide stimulation, motivation, overcoming, a sense of freedom, with new challenges and explorations.

Considering the aspects defined by AFANs and correlating with sports practice in the school environment, sport has the ability to stimulate, encourage, innovate from its characteristics in search of a diversified teaching-learning process.

The orienteering sport promotes countless possibilities for students and teachers, contributing to quality teaching, development

of intellectual skills, effectiveness of basic physical qualities and motor skills, as well as increasing intellectual work capacity. (BLAGII, 2018).

The objective of the Orienteering sport is to travel through an unknown terrain, using a map and a compass for a determined route with a number of control points, in which the objective is to find the points as quickly as possible and thus observe the athlete's need to solve problems and make decisions while running on the ground, providing quick thinking, self-control and quick decision making in a challenge that takes place in a natural environment.

In addition to its importance for the teaching and learning of students, there is also a change and an increase in interest in alternative sports, making them adopt habits of practicing healthy physical activities. Through adventure sports in nature, new themes can be created and the teenagers can be encouraged to participate, as the activities present the overcoming of calculated risk.

Faced with this reality, in order to develop new studies in search of the quality of teaching today, we aim to identify the educational process of participants in physical education classes through Orienteering Sport with interdisciplinarity.

## **METHODOLOGICAL PROCEDURES**

### **SEARCH TYPE**

The study had a quantitative character, with qualitative analysis of action research that aimed to identify the quality of teaching, in an action that involved researchers and interested groups.

Action research occurs in constant comings and goings of the phases, as it is determined by the relationship between researchers and the research situation, having a set of actions to be analyzed

during the stages, for example: exploratory phase, problem formulation, construction of hypotheses, seminars, sample selection, data collection, analysis and interpretation of data, preparation of the action plan and dissemination of results. (GIL, 2017).

Based on Gil (2017), quantitative research results in numerical terms and qualitatively in verbal descriptions. They can be quantitative in experimental research, clinical trials, cohort study, case control study and survey. And in turn, the qualitative ones having characteristics of case study, narrative research, ethnographic, phenomenological, grounded theory, action research and participatory research.

Collaborating, Gil (2017) reports that qualitative research was adequate from 1970 onwards, as adequate procedures to represent results that were not achieved by quantitative procedures, as follows:

The explanatory sequential design is characterized by the collection and analysis of quantitative data followed by the collection and analysis of qualitative data. It is generally adopted for the purpose of using qualitative data to assist in interpreting the results of a primarily quantitative study. It is appropriate when the researcher perceives the need for qualitative data to explain results obtained with quantitative data that have proved to be discrepant or surprising. (GIL, 2017, p.112).

### **RESEARCH SUBJECTS**

The research consisted of thirty-one students of both sexes, aged between 7 and 9 years of elementary school I, from the municipal school of Barra do Garças-Mato Grosso, the collection was carried out from July to December 2019, being that the students were personally informed by the regent teacher of the class that they would undergo practical classes during the week.

## RESEARCH INSTRUMENT

The school intervention process was based on issues that made visible the teaching difficulty and that after the classes would be remedied/alleviated.

The students went through an initial assessment process to verify the items that had difficulties, and so that it was possible to start the intervention process. The evaluation was repeated at the end of the intervention. The notes were taken before and after sports practice. The duration of the evaluation was approximately 1 hour, being a diagnostic evaluation.

Tables 1 and 2 refer to the diagnostic assessments applied at the beginning and end of the teaching strategy.

## PROCEDURES

The research was conducted by a group of students from the Federal University of Mato Grosso, researchers graduating in Degree in Physical Education. Before the study, the

participants were informed about the teaching methodology that would be applied.

Through a meeting with the institution (teachers, coordinators and direction), a survey was carried out to find out which class had the greatest deficit in the development of program content and then the class with the most teaching gaps and the greatest learning difficulties was chosen.

## DATA COLLECTION

According to the legislation contained in Seduc's pedagogical political project (PPP) (2018), in elementary school the result of the bimonthly evaluation is made through diagnostic evaluation reports, which results in concepts according to the students' learning level, which can be: below basic (AB), Basic (B), Proficient (P), Advanced (A), Objective of the later year (OAP) and Objective not worked (ONT).

From the elements that define the diagnostic evaluation report of each student in

TEACHING ASSESSMENT - PORTUGUESE LANGUAGE	
1)	Do you know how to separate syllables?
2)	Can you read a complete sentence?
3)	Can you write your colleague's full name?
4)	Do you know the complete alphabet?

Table 1 – Questions applied in the Portuguese language course.

Source: Prepared by the authors based on research data.

TEACHING ASSESSMENT - MATHEMATICS	
1)	Can you count from 1 to 100?
2)	Can you do a sum without a calculator?
3)	Can you do subtraction, multiplication and division?
4)	Can you identify and tell what the geometric shapes are?

Table 2 - Questions applied in the mathematics discipline.

Source: Prepared by the authors based on research data.

the bimester, they became criteria for school progression, which can be: simple progression (PS), progression with pedagogical support plan (PPAP), withheld due to absence (RF) or retained (R). (SEDUC, 2018).

Therefore, two tests were applied within the bimester, described in the PPP, one at the beginning of the bimester in February of two thousand and nineteen (2019) and at the end of the bimester in July of two thousand and nineteen (2019) using the same content initially applied.

After the first test, there was an intervention with the insertion of the orienteering sport in the Portuguese language and mathematics subjects, when applying the second test through interdisciplinarity, a comparative analysis of the averages (grades) was carried out in which the same students were evaluated again through two proofs.

The action of the interdisciplinarity of the sport of orientation in the theoretical disciplines constitutes, for the performance of clues of orientations within the school scope, in which, when passing through the determined points, the students must carry out the proposed questions, thus prioritizing the teaching-learning process of the discipline by middle of the sport.

The activities carried out counted on the effective participation of the undergraduates in Physical Education and the class teacher, in which the activities were carried out collectively, with attention to the development of each student during the course, guaranteeing the confidentiality of the difficulties presented by each student.

## **INCLUSION CRITERIA**

Among the inclusion criteria were: being enrolled in the educational institution, being a frequent student, participating in the proposed activities.

## **EXCLUSION CRITERIA**

Among the exclusion criteria were: having a certificate in health treatment during the evaluation period, being a frequent student in another class.

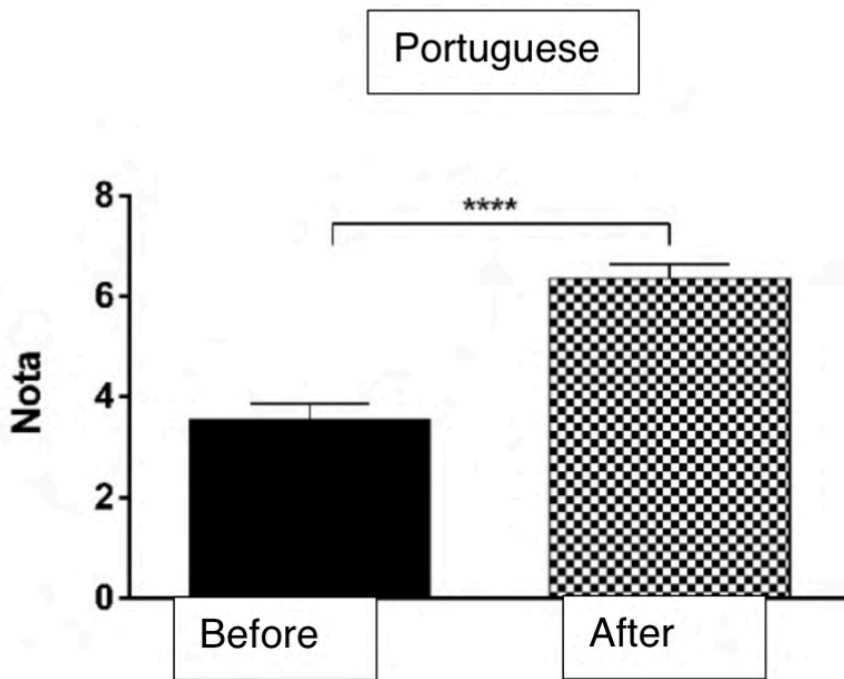
## **RESULTS AND DISCUSSION**

For the composition of the research related to the importance of sport orientation in physical education classes with interdisciplinary practice, the resulting graphics of the teaching-learning process applied in the school environment are presented.

The orienteering sport has been seen as something innovative, both for professionals and students. And that makes it more attractive, motivating and competitive. Collaborating with the study by Blaggi (2018) in which the teaching of orienteering provides a positive impact on the formation of students as responsibility, discipline, motivation, stimulating a healthy lifestyle with innovative experiences.

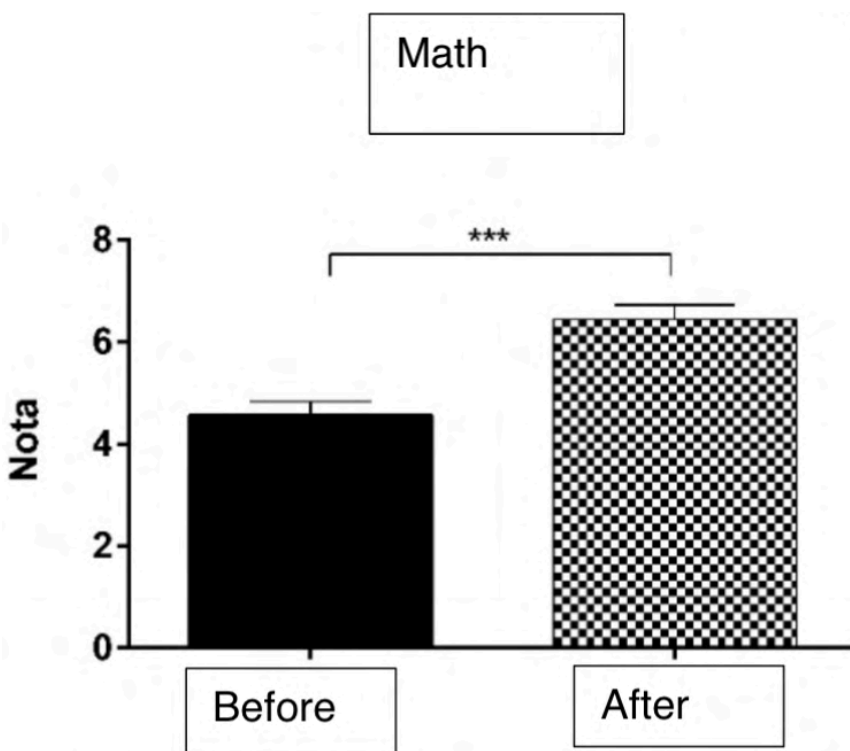
Being developed in the school scope, the new possibilities of insertion in other subjects have provided a beneficial growth to the students and the school community, always aiming at the quality of the educational teaching. Thus Gallon, Filho and Machado (2017) in their studies report that interdisciplinarity promotes connections and resolutions between the problems of content and objectives and the knowledge of the disciplines involved, contributing to the minimization of educational deficits.

In studies such as Campos and Poletto (2021) they emphasize sensations during the practice of orienteering sport in which adrenaline, fun, adventure, anxiety, surprise, in addition to other perceptions seen, defining with a pleasurable practice, causing challenging moments and satisfaction.



Graph 1 - Score distribution before and after educational action in Portuguese at the Waldiza Rego Flores school with students in the municipality: Barra do Garças in 2019.

Source: Prepared by the authors based on research data.



GRAPH 2 - Score distribution before and after educational activity in mathematics at Waldiza Rego Flores school with students in the municipality: Barra do Garças in 2019.

Source: Prepared by the authors based on research data.

This sport modality encourages the student to think abstractly with logical and fast reasoning, because, when interacting actively with the environment, they will be putting their cognitive, affective-social and motor development in constant learning. Thus, the orienteering sport can be worked in the school environment as a pedagogical means helping in essentially theoretical classes, through sports practices associated with the proposed content, seeking to develop the teaching of the discipline with diversified methodologies.

Based on Silva (2021), the teaching of mathematics through orienteering sport provides different environments for the study of content and that make students more active in their development, being an integrative and challenging activity for students.

Araujo et.al (2019) highlights that the orienteering sport requires, in addition to aerobic capacity, the ability to navigate with a map and compass, which also triggers a good mental effort for the modality, as the practitioner must analyze the situations proposed during the route.

With the work of guidance at school, the aim is for students to seek better performance in their theoretical subjects with the support of sport, providing improvements in the study and in the lives of these students, quality of interpersonal and intrapersonal relationships, intensifying the increase in school performance and the scores of practicing individuals, thus benefiting the entire school community.

In which Rocha (2017) highlights that the orienteering sport stimulates thinking, reasoning, interaction, developing cognitive, motor, affective-social aspects, enhancing the capabilities of practitioners and with its interdisciplinarity making it more pleasant and effective, with improvements for society.

In orienteering sport, according to De

Almeida et al. (2019), practitioners need to present quick thinking, map reading ability and displacement, yet points out that sports performed in nature in addition to fighting stress, improves reasoning, decision making, problem solving, motor skills.

Another important factor to be highlighted regarding the orienteering sports is the care with the own body and with the colleague, stimulating self-confidence, overcoming, cooperation. (DE ALMEIDA et al, 2019).

The search for the quality of the application of orienteering sport in the school environment, aims for the students to maintain a better contact with the theoretical subjects and with the physical education, thus seeking the mental development of the child from theories and practices.

Another conception of orienteering sport in the view of Claudia, Neto and Araujo (2019) can be an individual sport that encourages the individual to walk, run or walk along a route with a map and compass, which consequently increases the analysis capacity, of self-overcoming, concentration.

One of the necessary processes of teaching and learning is evaluation, as it is always present in the daily life of the school and is continuous, it is through it that the teacher is able to make comparisons of the results that have been achieved, of points that still need to be remedied.

According to Azevedo (2016), evaluation is a means of obtaining information about the teaching and learning process, the teacher is able to identify the greatest difficulties in the way of teaching, thus facilitating the organization and reorganization of their work. Among so many ways to work this sport, interdisciplinarity arises, which is the orientation sport worked together with any other discipline in order to bring out the students' knowledge, which is of paramount importance to teaching and learning.

As proposed in this study, the visibility observed refers that the orienteering sport as a pedagogical tool in the Portuguese language and mathematics subjects, provides an improvement in text interpretations, writing, mathematical calculations and problems to be solved, in a mental work process. frequent.

In turn, Filho (2018) reports that the orienteering sport is seen as a pedagogical instrument that uses the interdisciplinary approach as an educational process that covers various parts of knowledge in different areas, crossing interdisciplinary and multidisciplinary barriers in educational and pedagogical practice.

## CONCLUSION

The orienteering sport is considered didactic-pedagogical proposals for the effective teaching of action and adventure sports. The study allows looking at a perspective of inclusion of the modality in school, in which by practicing it, the student develops environmental awareness and also collaborates in the construction of personality.

The teaching of orienteering sport when inserted within another discipline with the objective of transmitting knowledge to students through the association of sports practice with theoretical content, sought for the active and main involvement of students and consequently the evolution of the teaching-learning process, present in this study.

The results pointed out with the studies are positive and answers the question, identifying that the insertion of orienteering sport in essentially theoretical disciplines gains teaching quality through sports practice and students have greater learning results with the union of sport and disciplines.

This is a study of great importance in the area of Physical Education and, especially, for School Physical Education, since it not only seeks to describe and conceptualize a modality of sport, but also to give visibility and demonstrate the potential of an area little known and practiced, which can be used as a tool for teaching and student learning, as well as interdisciplinarity in the school environment.

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