

119 -THE CONCEPT OF PHYSICAL EDUCATION: A VISION OF BEGINNING STUDENTS AND GRADUATING STUDENTS OF THE COURSE OF PHYSICAL EDUCATION, UNIVERSITY FEDERAL DE MATO GROSSO, MATO GROSSO STATE, BRAZIL

DIONES KRINSKI¹,
ELISAMA SANTOS DA SILVA²

¹Universidade do Estado de Mato Grosso (UNEMAT); Tangará da Serra, Mato Grosso, Brasil.

²Universidade Federal de Mato Grosso (UFMT), Cuiabá, Mato Grosso, Brasil.

E-mail: dioneskrinski@ibest.com.br

INTRODUCTION

Concept is a term that represents a series of objects, events or situations that have common attributes (Freitas-Filho, 2007). They are carriers of meaning, where a single concept can be expressed in any number of languages.

Moreira and Buchweitz (1987) say they can define concepts and relate them is evidence of acquisition of knowledge that is obtained through a significant learning. According to the Aurelio dictionary (1986), the concept is the "representation of an object by thinking through general characteristics. Action to formulate an idea in words, definition, characterization". Dahlberg (1978) complements the definition of the concept as a unit of knowledge, which includes verifiable assertions about a selected item of reference, represented by a verbal form.

Recently, the Physical Education has revised its concept in the World Manifest of Physical Education - FIEP 2000. In the new concept, it ceases to act only through the infancy and adolescence, and becomes as a process of education over the life of the people, that is, becomes a Physical Education for children, adolescents, young adults and elderly. Physical education has to aim for the development in people from their rights to Physical Education, for an Active Lifestyle. In the process, Education for Health and Leisure are becoming a priority. The Physical Education in this new interpretation becomes an education for the creation of motor ability, attitudes and knowledge (Manifesto World of Physical Education FIEP 2000).

The objective of this study is to examine and reflect on the conceptual construction of Physical Education of students beginners (2008 and 2009) and graduating students of the Course of Physical Education (2009) of Federal University of Mato Grosso (UFMT), continuing the work begun by Krinski et al. (2009).

MATERIAL AND METHODS

We interviewed 67 students distributed in 54 students beginners (2008 and 2009), and 13 graduating students (2009) of the course of Physical Education UFMT. The interview was qualitative, which requested that the students complete the following sentence: Physical Education is ...? The sentence was completed by all students and the responses were categorized into two categories: (1) less structured concept and (2) more structured concept.

RESULTS

Through the students' answers could be seen that most of them still do not have a concept of Physical Education well structured. Few responses were more structured. Even those who are already completing the course in Physical Education demonstrate some difficulty to conceptualize your area. We can verify this by analyzing and comparing some of the responses of the students interviewed (Table 1).

Table 1. Response of students from the Physical Education Course of UFMT to the question; Physical Education is ...?

Structure	Student Type	Response
		<p>LESS structured concept</p> <p>beginning students</p> <p>... health, fun ... (REN, 18 years, man)</p> <p>... sport and health ... (CAM, 17 year, woman)</p> <p>... the study of sports practices ... (JOA, 19 years, man)</p> <p>... a course that promotes diversity of the competition ... (HUG, 18 years, man)</p> <p>... sport practices that will exercise your mind and your body ... (JES, 17 years, woman)</p> <p>... to acquire a real knowledge of the sport ... (LUC, 18 years, man)</p> <p>... total dedication to improving physical and psychological every human being ... (IDA, 18 years, woman)</p> <p>... the integration of mind and body ... (ZAN, 19 years, woman)</p> <p>... life, health, leisure ... (TAT, 28 years, woman)</p> <p>... a form of body expression, quality of life, health ... (TAM, 20 years, woman)</p> <p>... something that has been increasing due to the stress of everyday life, the human been seeking in physical education, leisure, the ideal body ... (CRI, 21 years, man)</p> <p>... the study of mind and body to improve physical performance ... (YUR 18 years, man)</p> <p>... education, discipline and recreation ... (PRI, 18 years, woman)</p> <p>graduating students</p> <p>... important to develop and understand human movement, through physical exercise ... (JOR, 26 years, man)</p> <p>... the art of human movement, where all possibilities occur ... (ALM, 21 years, woman)</p> <p>... to understand and accept the limits of the body, and above all become increasingly better at it, in practice, is whether to exercise the limits and beyond, but with responsibility and experience ... (ALV, 23 years old, woman)</p> <p>... sport, health, and any other discipline is dedication ... (PAL, 18 years, man)</p> <p>... to know and have control of the body and mind. You love what you do ... (DEB, 21 years, woman)</p> <p>MORE structured concept</p> <p>beginning students</p> <p>... the body activity, quality of life, sport, game. It is an interaction between body and mind improving mental health and individual body ... (ADR, 22 years, woman)</p> <p>... an area of study that helps people to develop, with a quality of life in terms of better health, providing a longer life ... (ALE, 20 years, man)</p> <p>... a passion, to think that with it you can teach people to be good for both body and soul, having a health in addition to teaching them the noble concepts making them correct ... (JOH, 22 years, man)</p> <p>... caring welfare, health of body and mind through physical exercise and recreation ... (RIC, 24 years, man)</p> <p>graduating students</p> <p>... a way of understanding the body activity. It is the union movement and the mind. You learn and teach how the body works. Is to educate others and himself. Health, quality of life, physiology, play. It brings together all of these items ... (NYL, 22 years old, woman)</p> <p>... education with knowledge of all functions, structures and capabilities that our body can and must acquire, both physical ly and psychologically ... (NIV, 29 years, man)</p> <p>... the triad that makes people in physical, cognitive and playful ... (WAN, 30 years, man)</p> <p>... an activity, one method, a discipline that works with the physical -motor aspects and also the emotional and social. It deals with the concepts of aesthetic beauty and also with the concepts of health, welfare and quality of life ... (ELI, 22, woman)</p> <p>... the need for life and health of human beings in various ways, motor, psychological and spiritual ... (EMM, 28 years, man)</p> <p>... to understand your physical body, mind and emotional side ... (AND, 23 years, man)</p>

DISCUSSION

According to Tavares (2007), the construction of the concept on some theme or object is based on characteristics common to us all. And with the Physical Education, this would not be different because each individual interviewed was introduced to Physical Education in a similar way and should form their concept of a personal way, reflecting the idiosyncratic form that build each concept. But the result presented concerns us, since most of the students interviewed relates to Physical Education only with the achievement of specific physical activities such as sport. While in fact the sport is just one of the contents of this area.

This idiosyncratic form was being set with the conditions we encounter in establishing the first experiments, the lifestyle and opportunities for experiences that have been offered for particular subject. In this study, it is clear that physical education, in most cases was presented during the Basic Education (pre-university study), using only the sports as content for the class of students, which reflects the results presented.

Whereas the acquisition of concepts is based on a constructivist education, which has many aspects, but all consider learning as a process in which the student relates the information presented to him with their prior knowledge on the subject. So the story of construction of personal knowledge is first of all the life story of each one of us. Once we build this knowledge in a specific and individual form (Tavares, 2007). Thus, the results presented in this work is nothing more than a reflection of a Physical Education poorly structured and erroneously developed during the period in which students remained in Basic Education, that is, before entering the University.

Note that to join the Physical Education Course, the students do not yet have an overview of what is physical education, only some content (usually sports) are taken as part of this area. Students still do not see physical education as a discipline that uses pedagogically, the knowledge of an area known as body culture, which together with themes and forms of activities, particularly physical, such as game, sports, gymnastics, dance or other constitute its content (Soares et al., 1992).

This result can also be recurring to the notion that sport should be developed only in schools, with reference to a educational process that uses just techniques and tactics based on high performance. This form of reflection and organization of physical education classes is the result of a type rationality that prevents students reach the age of rational in their actions (Kunz, 2000).

In the analysis of Mocker (1992), most courses of Physical Education in Brazil that recognizes the sport hegemony as a synonym of Physical Education, strengthens with the future teachers, the concept of classes based solely on character training (insistent repetition of motor gestures sports).

According to Tani (1992), reveals that the professional preparation in physical education is overemphasizing the transmission of didactic-pedagogic procedures pre-established based in pedagogical sequences linked to the past, rigid and often inappropriate. In other words, the famous 'recipes' or 'magic formulas' of education are being transmitted without a deep and serious analysis of the principles or knowledge on which they are based.

We can relate the results found in this work to the research of Gomes et al. (2008) also made with students beginning the course of Physical Education, Federal University of Mato Grosso, where many of the interviewed say they have had good experiences with the Physical Education in Primary Education. This probably happened because the fact of "sameness" and the character of sportsmanship prevalent in Brazilian schools.

Don't intent with this text to say / claim that the school is not the place of sport. Instead, we are here to say that this is just one of the content of Physical Education. Can be worked in class, but respecting the stages of student development, as recommended by authors such as Galahue and Ozmun (2005) and Connolly (2000).

But then, even saying they did not like or that the Physical Education classes were not legal, because the choice of this course? There are two possibilities: (1) because they think the easiest course of Physical Education compared to other university courses, after all, think that just learn to play ball, or (2) an attempt to find a new reality of Physical Education, compared with the experience of each person.

This second hypothesis is already enshrined in Brazil through the Parâmetros Curriculares Nacionais (1998), but for now these parameters seem to be just in theory, at least with respect to Physical Education. According Darido et al. (2001) is PCNs are analyzed critically on the quality and context of the purposive approach they represent, can support advances in Physical Education in Brazil. However, the document can not be used as a minimum curriculum required to be followed.

It is known that physical education is a pedagogical practice which should, in the school, use of corporal expressive activities as games, sports, dance, gymnastics, wrestling, these forms make up an area of knowledge that we call body culture. (Coletivo de Autores, 1992). However, we can not forget is that today, Physical Education is not a matter only of students, is the Basic Education or the University, it is also characterized by a set of activities performed by the individual through natural movement and everyday, exercised in a rational, methodical and progressive form, which objective is the development of the physical, intellectual, moral, social, psychological and physiological characteristics of those who practice. (Guiselini and Mattos, 2008). This has been reported long ago by Ramos (1936), who said that Physical Education can no longer be confused with individuals aspects of his teaching technical, such as gymnastics, sports or school games, because it is a global process, by its nature, inseparable from the very concept of education.

CONCLUSION

The analysis of this study is to understand how students to be future Physical Education professionals know their area of study. After results presented a new educational proposals may be undertaken, seeking a better understanding of what really is the Physical Education today. Emphasize that work like this can be done in Physical Education courses of other universities, in an attempt to better analyze how these students are leaving college and are prepared to come to the labor market, based at least theoretically, regarding the concept of Physical Education.

According Daolio (2004) in Physical Education from the review of the concept of body and considering the cultural symbolic advocated by Geertz, expands their horizons, abandoning the idea of the area which only studies the human movement, the physical body or the sport in its technical dimension, to become an area that considers the human being eminently cultural, continuous manufacturer of their culture related aspects of the body. Thus, Physical Education may indeed be considered the area that studies and acts on the body culture movement. Aguiar and Fleet (2002) corroborate this thinking adding that on the global Physical Education can be regarded as an educational activity par excellence, committed to the fundamental rights of human beings (health, healthy occupation of free time, preservation of culture, among others) constituting therefore an effective way to conquer an active lifestyle of people.

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ABSTRACT

Physical Education had its concept reviewed by Manifest World of Physical Education - FIEP 2000, which extends its definition of infancy and adolescence, to be a Physical Education for children, adolescents, young, adults and the elderly, becoming a school for the acquisition of motor ability, attitudes and knowledge. Thus, this study verified the conceptual construction of Physical Education of students beginners (2008 and 2009) and students who are completing the Course of Physical Education (2009) of Federal University of Mato Grosso. Was asked for students to finalize the phrase: Physical Education is ...? This was supplemented by 67 academics, including 54 students beginning at and 13 graduates between 17 and 40 years. Note that yet there isn't a structured concept of physical education. It is noticeable that when starting the University, only some content (usually sports) are taken as content of Physical Education. Physical education is not understood as a discipline that uses pedagogically, the knowledge of an area known as body culture, which together with themes and forms of activities such as play, sports, gymnastics, dance or other constituting its content. Currently, Physical Education isn't a matter only of students, it is also characterized by a set of activities performed by individuals through natural movement and everyday, exercised in a rational, methodical and progressive form, aimed at developing the physical qualities, intellectual, moral, social, psychological and physiological of the practitioner. Considering these aspects, Physical Education may, in fact, be considered the area that studies and acts on the body culture movement.

KEY-WORDS: body culture, conceptual construction, themes and content of Physical Education.

LE CONCEPT DE L'ÉDUCATION PHYSIQUE: UNE VISION DES ÉTUDIANTS DÉBUTANTS ET LES DIPLÔMÉS ÉTUDIANTS DE COURS DE L'ÉDUCATION PHYSIQUE, UNIVERSITÉ FÉDÉRALE DE MATO GROSSO, BRÉSIL

RÉSUMÉ

L'Éducation Physique a révisé son concept par Manifeste Mondial de l'Éducation Physique - FIEP 2000, à défaut d'agir que par l'enfance et l'adolescence, et devient une Education Physique pour les enfants, adolescents, jeunes, adultes et les personnes âgées, en devenant une école pour le renforcement des capacités motrices, des attitudes et des connaissances. L'objectif de cette étude était d'identifier et de réflexion sur la construction conceptuelle de début étudiant de l'Éducation Physique (2008 et 2009) et les diplômés étudiants (2009) de Cours d'Éducation Physique de l'Université Fédérale Mato Grosso, Brésil. Pour ce faire, nous avons demandé pour les étudiants finir la phrase: L'Éducation Physique est ...? La sentence a été complété par 67 universitaires, (54 étudiants de première année et 13 diplômés). Notez que les étudiants ne disposent pas d'un concept de l'Éducation Physique structurée. Il est à noter qu'il est entré dans l'Université, seule une partie du contenu (en général sports) sont considérés comme le contenu de l'Éducation Physique. L'Éducation Physique n'est pas perçue comme une discipline qui agit pédagogiquement avec la connaissance d'une zone appelée culture du corps, qui a créé avec des thèmes ou des formes

d'activités telles que jeux, les sports, la gymnastique, la danse ou d'autres constituent son contenu. Actuellement, l'Éducation Physique n'est pas une question seulement pour les étudiants, il est également caractérisé par un ensemble d'activités entreprises par des individus à travers le mouvement naturel et quotidien, exercé de manière rationnelle, méthodique et progressive, visant au développement de qualités physique, intellectuel, moral, sociaux, psychologiques et physiologiques du praticien. Compte tenu de ces aspects, l'Éducation Physique peut être considérée comme la zone à étudier et à agir sur la culture du corps mouvement.

MOTS-CLÉS: corps de la culture, la construction conceptuelle, thèmes et le contenu de l'éducation physique.

EL CONCEPTO DE EDUCACIÓN FÍSICA: LA VISIÓN DE LOS ESTUDIANTES PRINCIPIANTES Y DE LOS CONCLUYENTES DEL CURSO DE GRADUACIÓN EN EDUCACIÓN FÍSICA DE LA UNIVERSIDAD FEDERAL DE MATO GROSSO, BRASIL

RESUMEN

El concepto de la Educación Física fue revisado por el Manifiesto Mundial de la Educación Física - FIEP 2000, donde deja su delimitación para la infancia y la adolescencia, y se convierte en una Educación Física para niños, adolescentes, jóvenes, adultos y los ancianos, convirtiéndose en una enseñanza para la creación de las habilidades motoras, actitudes y conocimientos. Así, el objetivo de este estudio fue averiguar y reflejar acerca de la construcción conceptual de la Educación Física de los estudiantes ingresantes (2008 y 2009) y los estudiantes concluyentes (2009) del Curso de graduación en Educación Física, por la Universidad Federal de Mato Grosso. Para eso, fue solicitado a los estudiantes que completasen la frase: ¿La Educación Física es ...? La cual fue completada por 67 académicos, siendo 54 estudiantes de primer año y 13 estudiantes concluyentes. Los estudiantes tenían entre 17 y 40 años. Fue constatado que el estudiante no tiene un concepto estructurado acerca de la Educación Física. Es evidente que cuando ingresan en la Universidad, sólo algunos contenidos (por lo general los deportes) se toman como contenido de la Educación Física. Hasta ahora no se ha comprendido la Educación Física como una asignatura que trata, pedagógicamente, del conocimiento de un área conocida como cultura corporal, que junto de temas o formas de actividades, como juegos, deportes, gimnasia, baile u otras, constituyen su contenido. En la actualidad, la Educación Física no es un asunto sólo para los estudiantes, sino también se caracteriza por un conjunto de actividades realizadas por los individuos a través de movimientos naturales y cotidianos, ejercitados de manera racional, metódica y progresiva, con el objetivo de desarrollar sus calidades físicas, intelectuales, morales, sociales, psicológicas y fisiológicas del practicante. Teniendo en cuenta estos aspectos, la Educación Física puede, de hecho, ser considerada el área que estudia y actúa sobre la cultura corporal del movimiento.

PALABRAS CLAVE: la cultura del cuerpo, la construcción conceptual, los temas y contenidos de la Educación Física.

O CONCEITO DE EDUCAÇÃO FÍSICA: A VISÃO DE ACADÊMICOS INGRESSANTES E CONCLUÍNTES DO CURSO DE EDUCAÇÃO FÍSICA DA UNIVERSIDADE FEDERAL DE MATO GROSSO, BRASIL

RESUMO

A Educação Física teve seu conceito revisado pelo Manifesto Mundial de Educação Física - FIEP 2000, onde deixa sua delimitação para a infância e adolescência, e passa a ser uma Educação Física para crianças, adolescentes, jovens, adultos e idosos, tornando-se um ensino para a criação de habilidades motoras, atitudes e conhecimentos. Assim, o objetivo deste trabalho foi verificar e refletir sobre a construção conceitual de Educação Física dos acadêmicos ingressantes (2008 e 2009) e concluintes (2009) do Curso de Educação Física da Universidade Federal de Mato Grosso. Para isso, foi solicitado aos acadêmicos finalizarem a frase: Educação Física é...? Esta foi completada por 67 acadêmicos, sendo 54 ingressantes e 13 concluintes entre 17 e 40 anos. Notou-se que ainda não existe um conceito estruturado de Educação Física. Percebemos que ao ingressar na Faculdade, apenas alguns conteúdos (geralmente o esporte) são tidos como conteúdo da Educação Física. Ainda não compreende-se a Educação Física como disciplina que trata, pedagogicamente, do conhecimento de uma área denominada cultura corporal, que configurada com temas ou formas de atividades, como jogo, esporte, ginástica, dança ou outras, constituirão seu conteúdo. Atualmente a Educação Física não é objeto apenas de estudantes, ela é também caracterizada por um conjunto de atividades exercidas pelos indivíduos através de movimentos naturais e cotidianos, exercitados de maneira racional, metódica e progressiva, objetivando o desenvolvimento das qualidades físicas, intelectuais, morais, sociais, psicológicas e fisiológicas do praticante. Considerando estes aspectos, a Educação Física pode, de fato, ser considerada a área que estuda e atua sobre a cultura corporal de movimento.

PALAVRAS-CHAVE: cultura corporal, construção conceitual, temas e conteúdos da Educação Física.

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