

## 125 - THE PHYSICAL EDUCATION EDUCATIVE'WORK IN THE CONSTRUCTION OF VITAL ACTIVITIES INSIDE THE SCHOOL: THE PRACTICAL ACTIVITY OF THE CORPORAL CULTURE AS FREEDOM EXPRESSION.

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This article was constructed collectively and it is about a research-intervention developed for the GEIPEEthc (Group of Studies, Intervention and Research in Schoolar Education and Historic-cultural Theory) and it is part of a Nucleos of Learning'program, which is developed inside a state school of Presidente Prudente city.

Considering the importance of the Physical Education as pedagogical practice and as essential activity to the human being construction, which is produced under the teacher educative'work inside the school. This project called "the collective, playful and conscientious activity in the Physical Education'lessons as mediating the human being subjectivity: practical possibilities to build the freedom inside the school", it has looked for to guarantee to the students, practical conditions to reflection and build activities to feel free and express their feelings, to overcome the bureaucratic and ideological purposes from the formal Education Office because its purposes only wants to keep control the social relations inside the school, which block the human freedom.

This Project of research/intervention aims to give students opportunities to express themselves and valorizes the politics'rights inside the school, fact that configures for the free dialogue and the democracy relations, and it is conquered by the practical actions and effective participation inside the school, because it is the only way to make possible practical changes and build the new way of life that valorizes the freedom that can be build inside the school and inside the our society.

To planning and carrying on through this work inside the school, to construct the spaces for the human being development, the teacher is the most important subject, because through his/her work the students can learn about liberty and responsibility and, this Project valorizes the physical education'teacher and lessons as important condition to get this aim inside the school.

The teacher in general and the physical education in specific, can construct important spaces to build the freedom inside the school and the corporal culture it is a important subject for the students to get conscientious actions, considering that the practical activity can consist as a way to be free.

It is important to point out that the possibility of construction of a school that valorizes the freedom will only become concrete reality, when the proper school organizes itself as a community, a human being community, where people can express knowledge, feelings, emotions and different languages, including corporal language that must be the language of physical education classes.

The freedom'way inside the school, will be build by the group participation, the conscious group of teachers and others members of the school'community, because only in association the citizens will have chances to get freedom and chances of development in a human being-generic direction (DUARTE, 1993).

Only in the perspective of overcoming the alienation inside the school, and the firm intention to construct the práxis, will be possible the human being emancipation and it is in this direction, therefore, that this Intervention/research Project has been constructed.

The Project has been building the importante conditions inside the school, to developed practical work in the direction of an school-community (VIOTTO FILHO,2008), a space of construction the psychological, affective, intellectual, motor and social development because that is the way to get human being freedom.

It is evident that a Project of research/intervention carried through in a public school of the São Paulo outback state, does not have the pretension to build the human being freedom itself, this aim has to be a collective project of a school-community and the teachers are important to do it.

It is important to say that this possibility exists and is concrete inside the school, and the school-community can become real if the members of the school (teacher, director, students and others members) in a collective project, work as a group for that, because the educative work can produce direct and intentional the humanity in the human being as Saviani (2000).

We believe that the school, organized in a community perspective, will be able significantly to contribute to the emancipation process of human being, and to contribute to build the freedom inside the school and this Project defends that the Physical Education'teacher is an important subject in this task, together with the other conscientious educators.

It is important to say that physical education practical activity, helps people organizes themselves in groups and contribute to integrate the citizens, and the elements of the corporal culture possibilities placed for the game and the playful activities in the school and it is the important way to get the freedom e to feel free inside the school.

Therefore, it is important to emphasize that the work that the GEIPEEthc has carried through inside the school, shows possibilities, shows the way to get possibilities, spite of the adversities and contradictions to the capitalist society. The work developed for the GEIPEEthc in the public school is presented as important way to get freedom and to remember the Oliveira (1996) when salient that it is necessary to build the reality not on the idealistic way but on the real possibilities and this Project it is doing that, it is working on the real way to build the freedom inside the school. The concrete will, affirms Oliveira (1996) "is concrete because it searches to know how dynamic is the reality, to transform it".

Considering the reality of the school where the Project has been developed, is important to emphasize the group of professors, direction and students work as group, valorizing the collective work, in view of the construction of a school in a community perspective, a school that offers possibilities for the human freedom and it is part that constitute the human being.

This school, if organized and constructed in the perspective of a community, exactly under the conditions we found at society, will be able to contribute to overcoming individualism values and help to build the human conscience in an critical way (Heller,1977).

It is defended, therefore, the school on its critical possibilities, transmitting knowledge and working with the construction of the human consciences, the school that will be able to construct the possibilities of an communitarian consciences which is critical, solidary, friendly and valorizes the dialogue between teacher and students, specially inside the classroom.

This school-community is in the direction of the historical process of the humanity development that considers critical

reflection, high attitudes, solid human relations. An school that people find strong relationship and that emphasizes the scientific knowledge, an school that is not limited to organize the students circumstantially, fact that normally happens in the Physical Education lessons, but a school which valorizes the meeting, the integration, the discussion, the participation inside the physical education lessons.

To construct an school that is structuralized from the proposals of a community where the citizens participate and construct their conscientious in the cooperative way, like when participating in an game for example, where everyone must be aiming the same task, we believe that the lessons of Physical Education are essential for the consolidation of this process and the teacher is essential to get it.

Taking the commitment with history and its transformation, the educators, if conscientious of its paper in this process, must be able to work as collective, democratic and conscientiously, to overcome the forms of being and acting ideological and alienated and at the same time, to contribute for the construction and constitute the educative praxis, inside the school as it affirms Tonet (2007).

Saviani (2001) affirms that the work of human being construction must be done inside the school, by socializing scientific knowledge, arts, philosophy, and significant relationships and it is well mediating by the educators.

Considering the school in its contradictions and multiple determination, it is possible to affirm that this institution, respected its limits and valuing its possibilities, can contribute to the human being development process in an special direction.

The school has conditions to contribute with the process human being existence in a realistic and conscientious direction, in a human being-generic direction as it affirms Oliveira (1996). At last, the school must be the place of the praxis, as it affirms Vázquez (1968), of the activity conscientious human being, the place of vital work, a school that has conditions to institute the humanity in the man.

When arguing the importance of the conscientious and critical praxis, Vázquez (1968) emphasizes that the theoretical activity by itself is not praxis and that, "while the theory purely remains in its theoretician state is not praxis" and at this moment it is important the character practical-theoretician of the physical education practices at school.

The school, thought and constructed in a community perspective, will be able to become reality if the educators organizes themselves as collective and prepare to transform the reality by group actions and competent actions, building the educative work and suppress the dichotomy between practice and theory, valuing the joint action and conscientious, as basic instrument of transformation of the reality.

This critical perspective of education and human development which valorizes the human freedom, human expression, it helps to overcome the pedagogical models that submit and add the students to the System, helps to suppress the oppressing education and, in this direction defense an education that is instrument of fight against the oppression, discrimination, prejudice and the social exclusion.

Considering the importance of this possibility that is real - it is not mere abstraction -, and this Intervention/research Project has been proving that inside the school, it is important to advance in the construction of objective conditions to get the human being emancipation and to do it by the practical action.

The school in a community perspective, counting on the performance of the professors and over all of the professor of Physical Education, defends it school contributing with what it he is specific, that is, the socialization of the knowledge and the accomplishment of activities practical-theoreticians, over all the proper activities of the corporal culture of movement, therefore in this set of activities the characteristic human beings meet essential to construct a conscientious citizen, exempt and with social responsibility.

To consolidate this possibility, it is fundamental the school citizens and other members of the civil society work together and the teacher and the students becomes the essential for that, to the construction of ethical and universal social relations, to the valuation and expression of human being freedom, to make possible and significant transformations in the students subjectivity, in the conscience, the way of being, thinking, feelings and acting inside the society.

Working for the construction of the human being emancipation inside the school, means work for the human being freedom, expression, voice, rights and other important conquer for the life. That will be possible if we construct educative activities that value scientific knowing, of appropriation of the philosophy, the arts, the corporal culture, the practical ethical-politics, at last, that actions, the human actions for freedom.

To end this discussion it is important to say that such conditions and possibilities are fully viable in a school, and it is important to remember that school is constituted by human citizens, whose main figure is teacher and the students, a citizens whom it needs to be prepared to produce the society transformation, to be constructed in the educative relation as the affectivity, solidarity, justice sense, respect, responsibility and other human being-generic characteristics which are essentials to leave in society.

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#### TEACHERS EDUCATIVE WORK OF PHYSICAL EDUCATION IN THE CONSTRUCTION OF SCHOOL ACTIVITIES: PRACTICAL ACTIVITY OF CORPORAL CULTURE AS AN EXPRESSION OF HUMAN FREEDOM.

This article has its genesis inside the State School in Presidente Prudente.SP and it is related a research-intervention in physical Education. The work has been done in the attempt to ensure the school's collective objective conditions of discussion, reflection and realization of practical activities. Therefore, this work try to understand the school as a space that can enable via critical educational work, the development of individuals omnilateral perspective in order to facilitate the development of their

motor skills, psychological, emotional, cognitive and social aspects, to get the higher spheres of development at this historic moment. In order to achieve these objectives have been developed in physical education classes and by a group of teachers and students some activities to emphasize group work and the construction of universal ethical values as respect, solidarity, cooperation, freedom and justice. We believe that to understand this kind of education is necessary to consider the role of ontological and emancipating education from a critical perspective. By this kind of work it is possible to overcome the forms of being and acting ideological inside the school and in this way it is possible to build new possibilities for human being and its freedom, overcoming the alienation and individualistic society.

**KEYWORDS:** School Physical Education, Critical Education Theory, Historical-cultural perspective.

#### **TRAVAIL LA FORMATION DES ENSEIGNANTS DE L'ÉDUCATION PHYSIQUE DANS LA CONSTRUCTION DES ACTIVITÉS DE L'ÉCOLE BREAKING FREE DANS: L'ACTIVITÉ PRATIQUE DE CULTURE DU CORPS COMME EXPRESSION DE LA LIBERTÉ HUMAINE.**

Cet article tire son origine du développement d'une recherche-intervention menée dans une école primaire de l'Etat, situé à Presidente Prudente / SP et est financé par la faculté d'enseignement de la science et la technologie - UNESP -- Pres. Prudente. Le travail a été fait dans la tentative d'assurer des conditions objectif collectif de l'école de la discussion, la réflexion et la réalisation d'activités pratiques dans un libéral et la valorisation de la liberté de parole et d'expression à l'école. Par conséquent, nous avons cherché à comprendre l'école comme un espace qui peut permettre par le travail d'éducation critique, le développement des individus perspective omnilatéral afin de faciliter le développement de leurs habiletés motrices, psychologiques, émotionnelles, cognitives et sociales pour objectif de parvenir à les hautes sphères du développement a mis ce moment historique, à savoir contribuer efficacement au processus d'humanisation de ces personnes. Afin d'atteindre ces objectifs ont été développés dans les cours d'éducation physique et par un groupe d'enseignants et d'étudiants vers des activités privilégiant le travail en groupe et la construction des valeurs éthiques universelles comme le respect, la solidarité, la coopération, de liberté et de justice. Nous pensons que pour cette conception de l'éducation est nécessaire d'examiner le rôle de l'éducation et d'émancipation ontologique dans une perspective critique, historique et sociale, contribuant ainsi à surmonter les modèles pédagogiques sans esprit critique et a-historique, il ne permet pas la compréhension de les individus et les relations sociales dans leur intégralité. Ce n'est qu'ainsi que nous pourrions surmonter les formes d'être et d'agir idéologiques reproductivist propres individualiste et exclus de la société, contribuant à la construction de caractère éducatif et transformative de l'émancipation des sujets de l'école.

**MOTS-CLÉS:** éducation physique, Labor Education Critical Theory, l'histoire et la culture.

#### **EL TRABAJO EDUCATIVO DEL PROFESOR DE EDUCACIÓN FÍSICA EN LA CONSTRUCCIÓN DE ACTIVIDAD EMANCIPADORA EN LA ESCUELA: LA ACTIVIDAD PRÁCTICA DE LA CULTURA DE CUERPO COMO EXPRESIÓN DE LA LIBERTAD HUMANA.**

Este artículo tiene su génesis a partir de el desarrollo de un trabajo de investigación-intervención realizado en una Escuela Estadual de Enseñaza Fundamental, localizada en Presidente Prudente/SP y es financiado por lo Núcleo de Enseñaza de la Facultad de Ciencia y Tecnología – UNESP – Presidente Prudente. El trabajo ha sido desarrollado en el sentido de buscar garantizar al colectivo de la escuela condiciones objetivas de discusión, reflexión e efectivación de actividades practicas de carácter emancipador y valorizando la libertad de expresión y manifestación en la escuela. Para tanto, hemos tratado de entender la escuela como un espacio que puede posibilitar, vía trabajo educativo crítico, el desarrollo de los individuos en una perspectiva omnilateral, visando favorecer el desarrollo de sus facultades motoras, psicológicas, afectivas, cognitivas, e sociales con objetivo de de alcanzar las mas altas esferas del desarrollo poner este momento histórico, es decir, contribuir de forma efectiva en proceso de humanización de estos individuos. En el intuio los objetivos se han desarrollado, en las clases de educación física e junto al grupo de profesores, dirección e estudiantes actividades que enfatizen el trabajo colectivo e la construcción de valores éticos universales con respecto, solidaridad, cooperación, libertad, justicia. Entendemos que para esta comprensión de educación se hace necesario considerar el papel ontológico e emancipador de la educación escolar a partir de una perspectiva crítica e histórico-social, contribuyendo así para la superación de modelos pedagógicos acrílicos e a-históricos, que no posibilitan a comprensión de los individuos e de las relaciones sociales en su totalidad. Sólo de esta manera podemos superar las formas de ser y de actuar ideológicas, reproductivas y individualistas propias de la sociedad alienada, contribuyendo para la construcción de acciones educativas transformadoras y de carácter emancipador para los sujetos de la escuela.

**PALABRAS LLAVES:** Educación Física Escolar, Trabajo Educativo crítico, Teoría histórico-cultural.

#### **O TRABALHO EDUCATIVO DO PROFESSOR DE EDUCAÇÃO FÍSICA NA CONSTRUÇÃO DE ATIVIDADES EMANCIPADORAS NA ESCOLA: A ATIVIDADE PRÁTICA DA CULTURA CORPORAL COMO EXPRESSÃO DA LIBERDADE HUMANA.**

Este artigo tem sua gênese a partir do desenvolvimento de um trabalho de pesquisa-intervenção realizado em uma Escola Estadual de Ensino Fundamental, localizada no município de Presidente Prudente/SP e conta com financiamento do Núcleo de Ensino da Faculdade de Ciências e Tecnologia – UNESP – Pres. Prudente. O trabalho vem sendo desenvolvido no sentido de buscar garantir ao coletivo da escola condições objetivas de discussão, reflexão e efetivação de atividades práticas de caráter emancipatório e valorizando a liberdade de expressão e manifestação na escola. Para tanto, buscou-se compreender a escola enquanto um espaço que pode possibilitar via trabalho educativo crítico, o desenvolvimento dos indivíduos numa perspectiva omnilateral, visando favorecer o desenvolvimento de suas facultades motoras, psicológicas, afetivas, cognitivas e sociais com objetivo de se atingir as esferas mais altas de desenvolvimento postas neste momento histórico, ou seja, contribuir de forma efetiva no processo de humanização destes indivíduos. No intuio de atingir tais objetivos vem sendo desenvolvidas, nas aulas de educação física e junto ao grupo de professores, direção e estudantes atividades que enfatizem o trabalho coletivo e a construção de valores ético universais como respeito, solidariedade, cooperação, liberdade e justiça. Entendemos que para esta compreensão de educação se faz necessário considerar o papel ontológico e emancipador da educação escolar a partir de uma perspectiva crítica e histórico-social, contribuindo assim para a superação de modelos pedagógicos acrílicos e a-históricos, que não possibilitam a compreensão dos indivíduos e das relações sociais na sua totalidade. Somente desta maneira poderemos superar as formas de ser e agir ideológicas, reprodutivistas e individualistas próprias da sociedade alienada, contribuindo para a construção de ações educativas transformadoras e de caráter emancipador para os sujeitos da escola.

**PALAVRAS CHAVE:** Educação Física Escolar, Trabalho Educativo crítico, Teoria histórico-cultural.