

219 - THE INTERDISCIPLINARY IN THE PERTAINING TO SCHOOL PHYSICAL EDUCATION

¹VIVIAN LIMA DE BARROS
²KATIA DA SILVA CONCEIÇÃO
³JOSÉ JAIRO VIEIRA

^{1,2}Especialização em Educação Física Escolar - Universidade Católica de Petrópolis – PHDPós

³Faculdade de Educação/UFRJ
^{1,2,3}Rio de Janeiro - Brasil

INTRODUCTION

The Physical Education passes constantly for questionings related to its real value in the pertaining to school environment. This is of mainly for two reasons. The first one becomes related to the professors, therefore some professionals exist who do not have interest in searching new forms of transmission of the knowledge and keep its methods of education for long periods without no type of recycling, as she affirms the PCN: “[...] still meets, in many contexts, the practical one of outdated proposals of education in exceeded conceptions, that do not supply the necessities and the possibilities of the education contemporary” (p.26). Another point is the fact of many schools to have methodologies conservatives and that they do not allow the implantation of new features in its pedagogical projects, making with that the Physical Education is seen only as moments of recreation or porting training.

The depreciation of this disciplines inside of the pertaining to school environment appears from the moment where the contents and the objectives very are not well defined, therefore this will contribute to still more strengthen the hierarchy of knowing pertaining to school to them, thus it affirms Peres (2001) “[...] that the physical education and the arts meet in the plan lowest of the curricular hierarchy” (p.234).

The objective of this article is to provide to a bigger reflection to the professors and futures professors of Physical Education, through a revision of literature, in relation to one another possibility of transmission of the contents, that is the interdisciplinaridade, however has been little used in the schools. In a general way, the present work is directed to an analysis of the importance of the interdisciplinaridade inside of the pertaining to school environment, as a influenciador instrument for the Physical Education, also has the intention to allow the evolution of this process, going beyond the pertaining to school environment and permeando the society. The interdisciplinaridade is a proposal, capable to value all the areas of knowing, without discrimination, since its application to be real must have an exchange of knowledge that exceeds the barriers to discipline. Each disciplines would know the contents of the others and would use it as plus a tool in search of the pertaining to school success. Luck (1995) affirms that the interdisciplinaridade is an integration process and enrollment of the educators, in a joint work, of interaction of you discipline them of the pertaining to school resume between itself and with the reality, in order to surpass the spalling of education, objectifying the integral formation of the pupils, being capable to face the complex, ample and global problems of the current reality.

DEVELOPMENT**Soon historical of the Physical Education in the pertaining to school scope**

To understand and to understand Physical the Education current imply to consider some aspects of the historical process of same, that it suffered some influences, in which some of them follow until today, characterizing it in incomplete way or even though maken a mistake.

Some trends had marked the pertaining to school Physical Education in Brazil in the decade of XX, between them: philosophical, scientific and pedagogical. Initially, until the decade of 30 the Physical Education Hygienist had as objective to decide the problem of the public health for the education, for that the society was free of infectious illnesses and vices capable to harm the health and the character of the man. From 1930 up to 1945 the Physical Education Militarista started to prepare the young ones to serve and to defend the native land, valuing agile, strong and healthful bodies. The Physical Education Pedagogicista was of 1945 up to 1964 and defended lesson capable to promote the education integral of the young. In the decade of 70 the sport passes to be supervalued (Physical Education Competitivista), therefore it would improve the work force allowing the economic growth of the country.

However, in the decade of 80, the esportivista model passes to be questioned, therefore Brazil did not become olímpica nation and the athlete number did not increase. It was initiated thus, a period of critical in relation to the model of sport practised in the schools for the Physical Education.

Currently some boardings exist that argue which are the real function of the Physical Education in the school and as it must be presented the pupils, having as objective to breach previous the tecnicista model, second To sound (2006) are: “Renovadores Movements in the Physical Education”. They are they: psicomotora boarding (related to the act to learn; affective, cognitivos aspects and psicomotor); construtivista boarding (integral formation of the pupil, inclusion of the affective and cognitivias dimensions to the human movement); desenvolvimentista boarding (the movement is main the half e end of the Physical Education) and finally the critical boarding (social model of overcoming of the contradictions and injustices, reading of the reality, reflection and a transforming action of this reality).

Some of the main presented trends if constitute in the attempt to breach with the tecnista model. The emphasis in the sport it occurs, as Darido and Rangel (2005) because throughout the history of this it disciplines, prioritized the knowledge in a procedural dimension, knowing to make and not to know it on the corporal culture of movement or as if to relate in the manifestations of this culture.

THE INTERDISCIPLINARIDADE

Each bigger time of the pupils for education is common to observe the disinterest, what undeniably it could not be different, therefore the world is each more dynamic time, in which children and young need to assimilate more information and however the practical didactics reveal retrograde.

Ahead of such aspect the practical one to interdisciplinar tends to search a knowledge unitary, where the integration of all you discipline them and the linking of them with the reality of the pupil becomes the real and attractive knowledge. Farm (2005) affirms that the practical one to interdisciplinar involves attitudes of the alternatives ahead so that if it can know more and better. These attitudes would be: attitude of wait before the consummated acts; reciprocity attitude that allows to the exchange and the dialogue; attitude of humildade ahead of the limitation of the proper one to know; attitude of perplexity ahead of the possibility to unmask new to know; attitude of challenge ahead of the new, challenge of redimensionar the old one; attitude of envolvimento and comprometimento with the projects and the people in involved them; responsibility attitude, but, over all, of joy, revelation, meeting, at last, of life.

The interdisciplinaridade does not aim at only the integration of contents, it has as objective main to guarantee the construction of a global knowledge, breaching with the borders of you discipline them. To articulate knowing, the knowledge, the experience, the school, the community, the half-environment and other aspects became characteristic of the interdisciplinaridade, that translates practical a collective and solidary work in the pertaining to school organization. On the educational projects the interdisciplinaridade if bases on some principles, between them: in the time notion (the pupil not only learns all hour and in the classroom); in the belief of that it is the individual that learns (she is necessary to teach to learn, to study, etc.); although learned individually, the knowledge is a totality; the biography of the pupil is the base of its project of life and acquisition of the knowledge and new attitudes.

THE RELATION PERTAINING TO SCHOOL PHYSICAL EDUCATION AND THE PROCESS OF INTERDISCIPLINARIDADE

The organization to interdisciplinary for Zabala (2002) would be the interaction between two or more you discipline, that they can go since the simple communication of ideas until the reciprocal integration of the basic concepts and the theory of the knowledge, the methodology and the data of the research.

The interdisciplinaridade does not invalidate the especificidade of each disciplines, even because if it cannot speak in interdisciplinaridade without you discipline. It does not have to be confused with polyvalence and, therefore, she does not annul the knowledge around a project to interdisciplinary.

For example, it is possible to establish diverse relations with the subject health and physical activity through the integration of the areas of knowledge around a project to interdisciplinary. Biology can provide lessons on the functioning of the human body, feeding and energy expense. Mathematics will be able to construct and to interpret graphs. The Portuguese Language will be able to organize with the pupils, interviews to search field information on the practical ones of the physical activities of the population of a place, how many they practise, which the type of activity, where, how many times per week and through you donate given gotten to stimulate the production of texts. At last, the possibilities of if working with a project to interdisciplinary are many, in meanwhile, are important to stand out, that in the elaboration of the pertaining to school projects, the integration way is not only, and yes of two hands, what means that the too much areas also must be used of the movement (contents of the corporal culture of movement), searching to combine of efficient form with the afeitas questions the Physical Education.

It is basic that the professional professionals and futures if strengthen for the construction of a work to interdisciplinary, therefore the difficulties are innumerable. She is necessary to invest in the formation of the professor and the new forms of organization of the space and the pertaining to school time, so that the implementation of projects is not more pedagogical modismo e, yes, it effectively translates the necessity of understanding of the complexity of the social matters, being that, to a great extent, the term still is used to assign extracurricular activities.

INTERDISCIPLINARIDADE, INCLUSION AND DIVERSITY

The beginning of the inclusion, according to which no pupil can be excluded from any lesson, looks for to guarantee the access of all the pupils to the activities proposals. The beginning of the diversity, for its time, it complements the beginning of the inclusion in view of that it considers lessons with diversified contents, in the case of the Physical Education for example, that it does not privilege only some esportivas modalities.

The values attributed to good, pretty and the skillful one are usually, anchored in distant control points of those to which the common citizen have access. The others, the different ones, the slow ones, the awkward ones, are considered of lesser value, therefore they are not adjusted to this picture of reference. On account of this, perhaps, to learn the rules of the sports and to practise with more important precision either of what playing a simple departure of soccer of active, recreativa and creative form and making more abdominal either valued of what to play of puncture or to play peteca, for example.

The concept of inclusion in education is not summarized to the insertion of deficient in the educational system, mentions a ampler context to it, that engloba all the people who try barriers to the learning and the participation. In this perspective, Saints (2003) affirm that inclusion is, therefore, "a process that reiterates democratic principles of full social participation [...] of any citizen in any enclosure for bulfighting of the society where alive, which it has right and on which it has duties" (p.81).

The inclusion cannot only be considered as the physical presence of the pupil in the lessons, but yes it must be considered as its participation accomplishes in the interaction with excessively, with right the interventions and mediações of the professor, which constitute the guarantee of the social relations with the intention to display its feelings and knowledge.

We must act to guarantee an inclusive society, that is, a social space where it has guarantee of access of all the people in the life in society, the relations of shelter to the diversity and the acceptance to the individual differences need to be searched, the National Advice of Education - CNE (2001) defends such idea:

The construction of an inclusive society is a process of basic importance for the development and the maintenance of a democratic State. The guarantee is understood for inclusion, to all, of the continuous access to the common space of the life in society, society this that must be guided for relations of shelter to the diversity human being of acceptance of the individual differences, of collective effort in the equalization of development chances, with quality, in all the dimensions of the life. (p.7)

She is necessary, therefore, to create inclusion cultures that favor the shelter of the other not for what it produces or the forms that it shows, but for what it is, independently of its differences. It is paper of the pertaining to school Physical Education to contribute for the construction of these cultures of inclusion in práxis come back and guided for the ressignificação of the look on the diversity. When all the pertaining to school community searches one same objective, the development of the respect to the differences, can be said that it has the interdisciplinaridade. That is a interdisciplinaridade example acting in the school, this case fighting in favor of the inclusion.

CONCLUSION

The interdisciplinaridade ahead offers a new position of the teach-learning process, a change of attitude in search of the context of the knowledge and in search of the being as integral person, beyond guaranteeing the construction of a global knowledge, breaching with the limits of you discipline them. So that this effectively occurs is necessary that the professor assumes a position to interdisciplinary, that nothing more is of what an inclusion, search attitude, in agreement and of tuning of the knowledge. The benefits that the interdisciplinary can offer are for all the pertaining to school community. The pupils learn to work in group, being become accustomed themselves it this experience of group learning and better the interaction with the colleagues. The professors, because they also see themselves in a cooperative relation with the pupils and because he allows to extend other areas of the knowledge of both. Moreover the pupils have little problems of discipline and the interaction of the professors with the fellow workers improves. The school also is benefited because the proposal pedagogical will be executed in agile and efficient way, the pupils establishes a relationship of contribution and partnership with the staff of the pertaining to school team, thus as, with the community where the school is inserted.

Ahead of some aspects analyzed in this work, it is possible to conclude that the school that to opt to the interdisciplinary will be giving to its professors of Physical Education the chance to equalize its disciplines to the others of the pertaining to school environment, therefore inside of the process to interdisciplinary all to know them are equally responsible for the formation of the pupils. E moreover, had to the innovative character, the interdisciplinary provides to the Physical Education new tools capable to construct lessons that value all the pupils, of all the classrooms, race, sex, religion, ability and etc, at last of diverse forms, promoting activities where all the group can contribute for the success of the lessons proposals.

For some the interdisciplinary can seem utopia, however it is not. To become it real she is necessary to start to act in way to interdisciplinary and also to believe this innovative process, in which it is pated in the cooperation between knowing them and fighting for the true objective of the school, that is to collaborate for the construction of operating and transforming citizens of the society.

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José Jairo Vieira

Rua Antonio Cordeiro, 126 bl01/501

Jacarepaguá – Rio de Janeiro – RJ

Cep: 22750-310

e-mail: Jairo.vieira@uol.com.br

THE INTERDISCIPLINARY IN THE PERTAINING TO SCHOOL PHYSICAL EDUCATION

ABSTRACT

The present article deals with the interdisciplinary as being a process capable to transform Physical the Education Pertaining to school. To transform it in way that this disciplines can so be valued how much excessively you discipline that they integrate the pertaining to school resume, or either, this process is capable to stimulate the Pertaining to school Physical Education, therefore of to all them you inside discipline the same importance of the educational process. The interdisciplinary is a process that aims at the break of knowing them, without denying the specific idea . Its objective is to contextualize the contents of disciplines them, making with that they search one same objective, in way that this process is not a way of only hand, but that it can be established by diverse you discipline and of diverse forms. The process to interdisciplinary cousin for a transforming education, that contributes for the formation of critical citizens, that fight inside for its ideals of the society where they live. Another proportionate fact for the interdisciplinary is the contribution so that the beginning of the Inclusion it can be placed in practical. At last, the interdisciplinary makes possible to the professor of Physical Education the construction of activities that run away from the exacerbated valuation of the performance and the efficiency, making possible that all the pupils participate actively of the lessons, each one with its proper contribution.

KEYWORDS: interdisciplinary - Physical Education - social transformation

L'INTERDISCIPLINARITÉ DANS L'ÉDUCATION PHYSIQUE SCOLAIRE

RÉSUMÉ

Présent article traite de l'interdisciplinarité comme en étant une procédure capable de de transformer l'Éducation Physique Scolaire. La transformer de manière que cette discipline puisse aussi être valorisée que les autres disciplines qui intègrent le curriculum vitae scolaire, c'est-à-dire, ce processus est capable de stimuler l'Éducation Physique Scolaire, donc des à toutes disciplines le même importance à l'intérieur du processus scolaire. L'interdisciplinarité est un processus qui vise la desfragmentação des savoirs, sans nier l'idée de spécificité. Son objectif est contextualizar les contenus des disciplines, en faisant avec ils lesquelles cherchent un même objectif, de manière que ce processus ne soit pas une manière de main seule, mais qu'il puisse être établi par de diverses disciplines et de diverses formes. Le processus interdisciplinaire principal par une éducation formatrice, qui contribue à la formation de sujets critiques, qui combattent pour leurs idéals à l'intérieur de la société ils où vivent. D'autre costume proportionné par l'interdisciplinarité est la collaboration pour laquelle le début l'Inclusion il puisse être placé dans pratique. Enfin, l'interdisciplinarité rend possible à l'enseignant d'Éducation Physique la construction d'activités qui fuient de l'évaluation exacerbada de la performance et de l'efficacité, en rendant possible que tous les élèves participent des leçons activement, chacun avec sa propre contribution.

MOTS CLEFS : interdisciplinariedade - Éducation Physique - transformation sociale

EL INTERDISCIPLINARIDADE EN LA EDUCACIÓN FÍSICA ESCOLA

RESUMEN

La escuela que el actual artículo se ocupa del interdisciplinariedade como siendo un proceso capaz transformar la comprobación la educación referente a escuela. Para transformarlo de manera que este las disciplinas pueden así que estén valoradas cuánto usted disciplina excesivamente que integran referente a curriculum vitae de la escuela, es decir, este proceso es capaz estimular referente a la educación física de la escuela, por lo tanto a todos ellos usted disciplina del interior la misma importancia del proceso educativo. El interdisciplinariedade es un proceso que tiene como objetivo el desfragmentação de saberlos, sin negar la idea del especificidade. Su objetivo es a contextualizar el contenido de disciplinas ellas, haciendo con ése que buscan un mismo objetivo, de manera que este proceso no es una manera solamente de la mano, sino que que puede ser establecido por diverso usted disciplina y de formas diversas. El proceso al primo interdisciplinar para una educación que transforma, de que contribuye para la formación de los ciudadanos críticos, que luchan adentro para sus ideales de la sociedad donde ella vive. Otro hecho proporcionado para el interdisciplinariedade es la contribución para poder poner el principio de la inclusión él en práctico. En el último, el interdisciplinariedade hace posible al profesor de la educación física la construcción de las actividades que funcionan lejos de la valuación del exacerbada del funcionamiento y de la eficacia, haciendo posible que todas las pupilas participan activamente de las lecciones, cada uno con su contribución apropiada.

PALABRAS-CLAVES: interdisciplinariedade - educación física - transformación social

A INTERDISCIPLINARIDADE NA EDUCAÇÃO FÍSICA ESCOLAR

RESUMO

O presente artigo trata da interdisciplinariedade como sendo um processo capaz de transformar a Educação Física Escolar. Transformá-la de modo que esta disciplina possa ser tão valorizada quanto as demais disciplinas que integram o currículo escolar, ou seja, este processo é capaz de incentivar a Educação Física Escolar, pois dá a todas as disciplinas a mesma importância dentro do processo educacional. A interdisciplinariedade é um processo que visa a desfragmentação dos saberes, sem negar a idéia de especificidade. Seu objetivo é contextualizar os conteúdos das disciplinas, fazendo com que busquem um mesmo objetivo, de modo que esse processo não seja uma via de mão única, mas que possa ser estabelecido por diversas disciplinas e de diversas formas. O processo interdisciplinar prima por uma educação transformadora, que contribua para a formação de sujeitos críticos, que lutem por seus ideais dentro da sociedade em que vivem. Outro fato proporcionado pela interdisciplinariedade é a colaboração para que o Princípio da Inclusão possa ser colocado em prática. Enfim, a interdisciplinariedade possibilita ao professor de Educação Física a construção de atividades que fujam da valorização exacerbada do desempenho e da eficiência, possibilitando que todos os alunos participem das aulas ativamente, cada um com a sua própria contribuição.

PALACRAS-CHAVE: interdisciplinariedade – Educação Física – transformação social

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