

126 - PHYSICAL EDUCATION IN SCHOOLS OF BOA VISTA-RR: CONTENTS AND THEMES ADOPTED BY THEIR SOCIAL ACTORS

FLÁVIA KAINÉ PEREIRA ALVES
 LUANA SOUSA DO AMARAL
 ALEXANDER BARREIROS CARDOSO BOMFIM

Grupo de Estudos e Pesquisa em Práticas Pedagógicas da Educação Física Escolar do Instituto Federal de Educação, Ciência e Tecnologia de Roraima – IFRR, Boa Vista, RR, Brasil.
 gepef@ifrr.edu.br

INITIAL CONSIDERATIONS

Presently there seems to exist a common sense relating the continued practice of physical activities to health (Paffenbarger et al 1986, ACSM 1993, SBME 1999, Liao et al 2000, Bernardes et al 2003, Pieron 2004, Brown et al 2004). These authors emphasize that oriented physical activity provides an improvement of health, an increase of expectation and quality of life.

Although we can recognize that such studies are guiding and conclusive, other authors begin to question such a paradigm. A concept of "promotion of health" proposed by Powell et al (1991, apud Palma, Estevão and Bagrichevsky 2003, p. 27) would be "the combination of educational and environmental assistance, that would encourage behaviors or actions, which lead to health", in models embracing socio-political, ecological, socio-cultural, demographic contents.

This way, we need government policies to confront the market actions of sale of health, proposed by food, medication and body treatments targeted with aesthetics and consumption. In this scenery, school and the physical education teacher (PET) have a fundamental role, making the awakening of all possibilities of human movement in the citizen, besides adopting a critical posture before values of a capitalist society.

Then, some characteristics of the teacher are fundamental to incentivate his students to practice physical activities. Gouveia (1997) believes that "his personality, appearance, naturality, dynamism, work enthusiasm, humour, cordiality and disposition are important motivational factors observed by who surrounds him. The author also cites that one of the functions of the PET wishing to motivate his students towards a permanent practice of sports is doing his best to create in them positive attractive values, without forgetting to observe their educational targets. Besides, the techno-scientific knowledge of the teacher tends to influence the maintenance and perseverance of the physical exercise. According to Berger and McInman (1993), "Individuals who received little attention from the technical board tend to give up twice more than individuals who received elevated attention", what, in a school context, can generate the emptiness of classes, contrasting the gymnasiums, sport schools, among others social meetings that increase more and more their public.

Although the offering of the discipline of physical education is compulsory in schools, the participation of students is still precarious (Guedes and Guedes, 1997 e 2001, Carvalho, Miliano and Bomfim, 2009). The contents adopted by schools don't seem to contemplate the wishes of the school population that seeks in other places the exercise practice.

In this study, we seek to identify the contents and themes developed by PET in preliminary schools of the county of Boa Vista, Roraima, Brazil. The intention was to find the answers to the following problematic questions.

1. What are the classes composed of?
2. What are the objectives desired by the teachers regarding the classes observed?

METHODOLOGICAL PROCEDURES

In the past years, the researches on education and social science have registered the discussion about the quantitative qualitative models (Santos Filho and Gamboa, 1995). Minayo (1994, p. 14), corroborates with this assertive when adds that in the educational field "the social reality is the own dynamism of the individual collective life with all its overflowing riches of meanings", what suggests the qualitative methods to approach such themes.

For the development of the study 23 (twenty three) schools were selected purposely, in these thirty (30) docents, of both sexes aging from 20 to 50 years ($X=30,03\pm 8,57$ years), all volunteers. Theirs classes were observed by researchers, where on his own, a scouth, valued the dynamic of the procedures adopted by teachers during the classes and the time wasted on them. In this, the researcher is classified as a total observer, what to Lüdke and André (1986), is characterized as the investigator not interacting with the group researched, where he doesn't establish relationships with the group researched.

An individual interview with closed questions and open answers was utilized, seeking to identify the aims of the classes administered. The data of the scouth and contents of the interview were treated by the analysis of contents, in the method of categorization (Bardin, 1977, p. 117), that "is an operation of classification of elements constituting a set, by differentiating and, then regrouping according to the gender, with previously defined criteria".

The invitation made by the researcher and the consequent concordance and the signature on free and clarified consent term (FCCT) were the criteria for inclusion, corresponding to Turato (2003, p. 358), as the group concordance in participate defined by the interviewed being "in accordance with the clauses of the term of pos-information consent to participate in the research".

In this study we opted to utilize a tool of direct observation, adapted from studies proposed by Guedes e Guedes (1997 and 2001), with the aim to classify the activities developed by the students during the classes. The researcher in possession of a LEMER chronometer, model CD-097, which marks the time in minutes, seconds, decimals and centesimal of seconds, registered the time in each activity that, posteriorly were grouped in 6 categories:

- a) Administration/organization and transition of the activities: situations in which the students received instructions from the teacher regarding disposal, organization of the activities to be performed, like: arrival to the place of the activities, division of the teams, drinking water, waiting for the ball and setting up the volleyball net;
- b) Exercises of physical aptitude: realization of physical exercises that can promote the development and improvement of the levels of physical aptitude, categorized in aerobic exercises, exercises of muscular force/resistance and flexibility exercise, like stretching, short-distance races, aerobic circuit and particular warm-up for the performance of volleyball and/or futsal;
- c) Games of low organization and motor skills: ludic activities structured in the form of constests requiring the involvement of coordinative simplified rules, such as: playing hide-and-seek, courier and singing plays;
- d) sport activities: activities directed to the practice of sports, categorized in fundamentation - learning, domain and perfecting of the sport gestures - and in the game properly said, such as: long jump, competitions/games practice of volleyball and futsal;
- e) Theoretical concepts: presentation of information involving concepts associated to the practice of physical activity related to health and the foundation of rules and the development of sports like: rules about the moves of the pawn in chess and the

importance of care of the body and the relation with the human movement;

f) Free: activities that the students developed during the classes without any accompaniment and/or orientation of the teacher.

The team of valuator was composed of three academicians in physical education, supervised by the responsible researcher. The academicians were coursing the third year and were trained on the collecting of data.

RESULTS AND DISCUSSIONS

With the questionnaires surveyed we sought, with the field intervention, to answer them in a systematic way. In this section, each problematic question raised will be analyzed in the light of the specialized literature and the collected data.

1. How are the classes composed?

Regarding the duration of classes, these presented a high variability, independent on the cycle of scholarization or learning network, suggesting that every school determined the time for each class for the courses of physical education, ranging from 40 minutes to 1 hour and 15 minutes. The activity of "Administration/organization and transition of activities" had an average time of little more than eighteen minutes in 26 days of the 30 classes observed. A large part of this time was dedicated to explanations to teachers as to the development of activities, mainly those not related to sports. Diminishing the complexity of activities to be developed and, during this one, inserting new rules could diminish the time of explanations that could increase the time in activities on part of the students.

The exercises of physical aptitude as stretching and short races were observed mainly before the sport activities, like volleyball and futsal. In just one class the aerobic circuit was observed as the main activity. The activities of this category had an average time of eighteen minutes in just 9 classes.

Games like hide-and-seek, courier and singing plays were the third category observed with an average time of more than 24 minutes in eighteen classes, out of the 30 observed. Though observed in a longer time in activities in the initial grades (1° and 2° cycles of the elementary teaching), this category was present in all cycles of the basic education. This item was categorized by "games of low organization and motor skills".

Activities like competitions and futsal, volleyball and their practices and the teaching of the techniques of long jump in athletics, was categorized as "sport activities" and they obtained the average time of 29 minutes, in 10 classes. In the observations, sport was treated like a "restricted" sense (Bracht, 1982), characterized as the sport content only characterized by the treatments of specific physical skills, competition, sport yield, very close to what is characterized as sport-spectacle, keeping apart from guidance a significant part of the students who didn't participate much in the classes. Another important datum identified by the observers was the long time designed to the choice of teams, the conflicts involving this selection and their way of shifting in the court. The data demonstrate that the winning team kept always in court, reinforcing the sport in the restricted sense, characterized by Bracht.

Guidance as to the development of chess, the move made by the pawn and the observations as to the conduct and practice of physical activities to the maintenance of health were categorized as "theoretical concepts", observed by the researchers in 3 classes, in an average time of 12 minutes. These orientations were made with the students in a passive position, without making any move, decreasing even more the possibilities of move during the classes. Zabala (1998) credits this dimension of teaching as procedural, cause he believes that it is linked to the cognitive character of the content, being a set of contents designed to an end, practice, in the last analysis, that is, indispensable contents to the sport practice or activities to the maintenance of health. The national curriculum parameters to the physical education (Brasil, 1998), emphasize that the contents of this dimension were present in all modalities of sport, dance or gymnastics, sustain that they have existence as long as they are exercised by people.

A significant part of the 13 classes out of the 30 (thirty) ones observed, more than 22 minutes in average, were not under guidance of the PET and were categorized as "free". In them students could take part in sports already initiated with the presence of the teacher, accomplish tasks of other disciplines in the stalls, among other affairs without any relation to the discipline of physical education. Regarding this Saba (2001, p. 67) affirms that "the practice of exercises without adequate assistance is risky and can lead to demotivation and, in a few cases, to lesions". TABLE 1 shows the average time in each activity categorized and the number of classes where they appeared.

TABLE 1: average proportion of time in participation of students in each category of specific activity during the classes of physical education

Category	Time (h:min:sec)	Num. of classes
A) Administration/organization and transition of activities	00:18:23	26
B) Exercises of physical aptitude	00:18:00	9
C) Games of low organization and motor skills	00:24:23	18
D) Sport activities	00:29:12	10
E) Theoretical concepts	00:12:40	3
F) Free	00:22:46	13

2. What are the aims designed by teachers regarding the classes observed?

At the end of each class observed, the observers inquired docents about the aims of the class administered, and those were categorized in the following way.

Sport, replied by 56,7% of the students, this category presented a certain inconsistency in regard to with the appointments of the observers, since the sport activities corresponded to ten classes or 33%. The justification we find is that some students programmed "games of low organization and motor skills" as educative for the sports and characterized them like that, suggesting that, when classifies the sport as an ample sense can contemplate such games. Bracht (1999), criticizes an approach of physical education which contemplates only the practical side of the human movement. He still cites that it is needed to elucidate the desirable role of the school in our society and that implies in making a read of the society where we live, how to plan the society that we wish. Therefore, from a theory to a pedagogical practice in physical education, the "why" (normative decisions) can't be discussed isolated from "how" (technical-methodological questions").

Little more than ¼ of the docents answered that their classes have a determined focus, inclusion and/or socialization of discents, suggesting a perspective beyond the practice of exercises, just like the human movement can interact with the political social cultural nature of a society in constant transformation (Freire, 1991). Confronting the activities developed categorized by the observers, the classes with this theme were turned into games of low complexity (hide-and-seek and hopscotch), sport in the restricted sense (volleyball and futsal match) and theoretical concepts about chess that, in the valuation of the observers, hardly

produced the desired effect before the objectives desired.

Two of the classes observed had as theme psychomotricity. With the objective of improving the soft motricity of discents, the teacher suggested the manufacturing of shuttlecocks to play posteriorly, where the students of the first cycle of elementary teaching developed with a great enthusiasm. Shuttlecock is characterized as a popular game, where its main characteristic is that it can be manufactured with the use of materials of easy access, like "pieces of wood, industrial remaining, wasted mechanical pieces, involucre of industrial homemade products and other available scrap". (Mello, 1989). The psychomotor concepts in physical education were widely spread in our area, mainly in the decades of 1970 and 1980. At those times the guidance on physical education was associated to "a tool of learning; not relating the different ways of knowledge to be transmitted by the school" (Bracht, 1999). Where the movement is considered as instrument and not as a form of communication and expression of values, feelings and attitudes.

In two of the thirty classes observed, the docents answered that they had no aim. Those classes were free, without any guidance of teachers where students did the sport in the restricted sense for the boys, like futsal match and the girls played something like dodgeball. There was the possibility of them accomplishing tasks of other disciplines or simply nothing, waiting for the end of the physical education time. Besides the possibility of causing lesions (Saba, 2001), the adoption of such a conduct turns the discents away from a physical education; what, to Betti (1992) is characterized as:

It is not enough to run around the court; it takes to know why you are running, how to run, which are the benefits of this race, what intensity, frequency and duration are recommended. It is not enough to learn the basic motor skills of basketball; it is needed to organize socially to play, recognize the rules as the element that makes the game possible, learn to respect the adversary as a mate and not as an enemy to be annihilated, because without him there is simply no game... the student must incorporate the race and basketball to his life for him to take the best of it. For it to happen, it is not enough to learn motor skills and develop physical skills, what evidently are necessary on satisfactory levels for the individual to be able to enjoy the patterns and values that physical culture legated after centuries of civilization, but they don't constitute sufficient condition. It is not enough to improve the physical condition of the student, it takes to teach him to build a programme de physical conditioning, even because the teacher won't be always by his side to tell him what to do. It is not enough to teach him lay-ups and cuts; it takes to prepare him to be, by leaving school, an active and lucid exerciser, and this implies in understanding the organization of sport in our society; it is needed to prepare him to be a consumer of the sport spectacle, what implies in developing in him a critical vision of the professional sportive system. It is then easily visualized a theoretical content in the physical education programmes.

With the proposal of improving the physical aptitude of the discents, one of the thirty classes observed had this aim. Oriented about the proceedings to be adopted in class, the students made an aerobic circuit for twenty minutes with located exercises with the weight of the body as overcharge, alternating with races and trots scivities that the students made with enthusiasm, mainly the boys. TABLE 2 makes the relation of the objectives cited by teachers after the classes observed.

TABLE 2: objectives proposed by teachers to the classes observed.

Category	Percentage
Sport (Restricted/Ample)	56,7%
Integration/Socialization	26,7%
Psychomotricity	6,7%
Without a cited Objective	6,7%
Physical Conditioning	3,3%

FINAL CONSIDERATIONS

Before the results found, we can conclude that in the schools of elementary education in the state of Roraima, the time designated to the discipline of physical education presents an ample variability; docents waste their valuable time in the explanation of tasks to be developed by students, where by diminishing the complexity of the task, we could reduce the time for those orientations. Sport, a restricted sense, is still a theme recurrent in the physical education classes, despite all the complexity of the human movement and their relations with the other and the society. The contents are still theme little frequent in classes being presented in a passive way, without the action of the body in movement. An important time of classes is designed to free themes, where the docent doesn't accomplish any action and is allowed the participation of students, what can generate demotivation to the practice of exercises and an increase to the risk of lesions. In a general way, data suggest the need for modifications in the conducts adopted by the PET, in the approach of the content of teaching and their methodologies to guide better discents to a practice of human movement turned toward the formation of the citizen.

BIBLIOGRAPHY

- ACSM. **Physical Activity, Physical Fitness and Hypertension**. Med Sci Sports Exer, 25:10, p. i-x, 1993
- BARDIN, L. **Análise de Conteúdo**. Lisboa: Edições 70, 1977.
- BETTI, M. **Ensino de 1º e 2º graus: educação física para quê?** RBCE, v. 13, n. 2, 1992.
- BERGER, B. e McInman, A. **Exercise and Quality of Life**. In Singer, R. N. & Tennant, L. K. Handbook of Research in Sport Psychology. Nova York, McMillan, 1993.
- BERNARDES, C., TWISK, J., MECHELEN, W., SNEL, J. & KEMPER, H. A Longitudinal Study on Smoking in Relationship to Fitness and Heart Rate Response. Med. Sci. Sports Exerc., v. 35, nº 5, p. 793-800, 2003.
- BRACHT, V. **Educação física e aprendizagem social**. Porto Alegre: Magister, 1982.
- _____. **A constituição das teorias pedagógicas da educação física**. Cadernos Cedes, ano XIX, nº 48, p. 69-88, 1999.
- BRASIL. Secretaria de Educação Fundamental. **Parâmetros Curriculares Nacionais: Educação Física**. Brasília: MEC/SEF, 1998.
- BROWN, D., BROWN, R. D., HEATH, G., BALLUZ, L., GILES, W., FORD, E. & MOKDAD, A. **Associations Between Physical Activity Dose and Health-Related Quality of Life**. Med. Sci. Sports Exerc., v. 36, nº 5, p. 890-896, 2004.
- CARVALHO, S., MILIANO, S. e BOMFIM, A. **O atletismo na Educação Física Escolar: uma visão dos professores do município de Boa Vista-RR** In: 24º Congresso Internacional de Educação Física - FIEP, 2009, Foz do Iguaçu. The FIEP bulletin, 2009.
- FREIRE, J. **Educação de corpo inteiro: teoria e prática da educação física**. 2 ed. Ed. Scipione, São Paulo, 1991.
- GOUBEIA, F. **Motivação e Atividade Física**. In Machado, A. **Psicologia do Esporte: Temas Emergentes I**. Jundiaí-

SP: Ápice, p. 167-187 Cap. IX, 1997.

GUEDES, J., GUEDES, D. **Características dos programas de educação física escolar**. Rev. paul. Educ. Fís., São Paulo, 11(1):49-62, jan./jun. 1997.

Esforços físicos nos programas de educação física escolar. Rev. paul. Educ. Fís., São Paulo, 15(1):33-44, jan./jun. 2001.

LIAO, Y., MAC GEE, D., CAO, G. e COOPER, R. **Quality of the Last Year of Life of Older Adults: 1986 vs 1993**. JAMA, January 26, v. 283, nº 4, p. 512-518, 2000.

LÜDKE, M., ANDRÉ, M. **Pesquisa em educação: abordagens qualitativas**. São Paulo: EPU, 1986.

MELLO, A. **Psicomotricidade, educação física e jogos infantis**. São Paulo: IBRASA, 1989.

MINAYO, M. **Pesquisa Social Teoria, Método e Criatividade**. 9ª ed. Petrópolis: Vozes, 1994.

PAFFENBARGER, R. S., HYDE, R. T., WING, A. L. e HISCH, C. C. **Physical Activity, all-cause mortality, and longevity of College alumni**. *New England Journal of Medicine*. V. 314, p. 605-13, 1986.

PALMA, A., ESTEVÃO, A. e BAGRICHEVSKY, M. **Considerações Teóricas acerca das Questões Relacionadas à Promoção da Saúde**. In A Saúde em Debate na Educação Física. Blumenau: Edibes, 2003.

PIERON, M. **Qualidade de Vida – Estilo de Vida, Prática de Atividades Físicas e Esportivas, Qualidade de Vida**. Fitness & Performance, vol. 3 n 1, p. 10-17, 2004.

SABA, F. **Aderência: à Prática do Exercício Físico em Academias**. São Paulo: Manole, 2001.

SANTOS FILHO, J., GAMBOA, S. **Pesquisa Educacional: quantidade-qualidade**. São Paulo: Cortez, 1995.

SBME Atividade Física e Saúde (posição oficial). *Jornal de Medicina do Exercício*. Jan/Fev/Mar, p. 3-4, 1999

TURATO, E. **Tratado da metodologia da pesquisa clínico-qualitativa: construção técnico-epistemológica, discussão comparada e aplicação nas áreas da saúde e humanas**. Petrópolis: Vozes, 2003.

ZABALA, A. **A prática pedagógica: como ensinar**. Art Med. Porto Alegre, 1998.

Endereço: Rua C, nº 296, bairro Caranã,

Boa Vista-RR, Brasil,

flavia_kaine@hotmail.com

PHYSICAL EDUCATION IN SCHOOLS OF BOA VISTA-RR: CONTENTS AND THEMES ADOPTED BY THEIR SOCIALACTORS

The objective of the study was identifying the contents and themes developed by physical education of teacher (PET) in elementary schools in the county of Boa Vista, Roraima, Brazil. An analysis of the composition of the classes and objectives designed by docents sustained the base for the study. 23 (twenty-three) schools participated in the study, in these, 30 (thirty) docents, of both sexes aged from 20 to 50 years ($X=30,03\pm 8,57$ years), all volunteers. Their classes were observed by researchers, where by his own, a scouth, evaluated the dynamics of the procedures adopted by the teachers during the classes and the time wasted on them. An individual interview with closed questions and open answers was utilized to identify the aims of the classes administered. The data of the scouth and of the contents of the interview were treated by the analysis of the content, in the method of categorization (Bardin, 1977). The results found indicate a high variability regarding the time designated to classes of physical education in each school, the sport, in a restricted sense, is a theme recurrent to classes, besides all the complexity of the human movement and their relations with the other and with the society; in average more than 22 minutes are designed to free themes, where the docent doesn't exert any guidance and is allowed the participation of students. It is concluded that modifications are necessary in the conducts adopted by the PETs, in the approach of the content of teaching and in their methodology to guide better students to the practice of the human movement toward the formation of the citizen.

KEY WORDS: school physical education, Contents of teaching, teaching planning.

L'ÉDUCATION PHYSIQUE DANS LES ÉCOLES DE BOA VISTA-RR: CONTENUS ET THÉMATIQUES ADOPTÉS PAR LEURS ACTEURS SOCIAUX

L'objectif était d'identifier le contenu et les thèmes développés par les enseignants d'éducation physique (DEP) dans les écoles d'éducation de base à Boa Vista, Roraima, Brésil. Une analyse de la composition des leçons et des objectifs tracés par les professeurs a soutenu la base pour l'étude. Il y avait 23 (vingt trois) des écoles, ces trente (30) enseignants des deux sexes âgés de 20 et 50 ans ($X = 30,03 \pm 8,57$ années), tous les bénévoles. Leurs leçons ont été observées par les chercheurs, où dans instrument propre, un scouth, a évalué la dynamique des procédures adoptées par les enseignants pendant les leçons et le temps dispensé dans elles. Une entrevue individuelle avec des questions fermées et des réponses ouvertes a été utilisée en cherchant identifier les objectifs des leçons données. Les données de scouth et de des contenus de l'entrevue ont été traitées par l'analyse de contenu, dans la méthode de la catégorisation (Bardin, 1977). Les résultats trouvés indiquent une haute variabilité combien au temps destiné aux leçons d'éducation physique dans chaque école, le sport, dans un sens restreint, est un sujet récurrent aux leçons, malgré de toute la complexité du mouvement humain et leurs relations avec l'autre et avec la société; en moyenne plus de 22 minutes ils sont destinés à des sujets libres, où le professeur n'exerce pas toute orientation et est facilité la participation des élèves. Il se conclut elles que sont de nécessaires modifications dans les conduites adoptées par DEP, dans l'abordage du contenu d'enseignement et dans leurs méthodologies pour lesquelles puisse mieux guider les élèves à une pratique du mouvement humain tourné la formation du citoyen.

MOTS-CLÉS: Éducation physique scolaire, Contenus d'enseignement, Planification d'enseignement.

LA EDUCACIÓN FÍSICA EN LAS ESCUELAS DE BOA VISTA-RR: CONTENIDOS Y TEMÁTICAS ADOPTADAS POR SUS ACTORES SOCIALES

El objetivo del estudio fue identificar los contenidos y los temas desarrollados por profesores de educación física (PEF) en las escuelas de Educación Básica en Boa Vista, Roraima, Brasil. Un análisis de la composición de las clases y de los objetivos trazados por los profesores apoyó la base para el estudio. Participaron del estudio 23 (veintitrés) escuelas, en estas 30 (treinta) profesores de ambos sexos con edades comprendidas entre 20 y 50 años ($X=30,03\pm 8,57$ años), todos voluntarios. Sus clases fueron observadas por los profesores, donde en instrumento propio, un scouth, evaluó la dinámica de los procedimientos adoptados por los profesores durante las clases y el tiempo dedicado a ellas. Una entrevista individual con preguntas cerradas y preguntas abiertas fue utilizada la búsqueda para identificar los objetivos de las clases ministrada. Los datos de scouth y los contenidos de la entrevista se procesaron mediante análisis de contenido, en el método de la categorización (Bardin, 1977). Los resultados encontrado indican una alta variabilidad cuanto al tiempo asignado para las clases de educación física en cada escuela, el deporte en un sentido estricto, es un tema recurrente en las clases, a pesar de toda la complejidad del movimiento humano y sus relaciones con el otro y con la sociedad; con un promedio de más de 22 minutos están destinados a temas libres,

dónde el profesor no ejerce ninguna orientación y es facultada la participación de los alumnos. Se concluye que los cambios son necesarios en las conductas adoptadas por los PEF, en los enfoques de los contenidos de enseñanza y en las suyas metodologías con el fin de orientar mejor a los estudiantes a una práctica del movimiento humano dirigido a la formación de los ciudadanos.

PALABRAS LLAVES: educación física, contenido de enseñanza, planeamiento de enseñanza.

A EDUCAÇÃO FÍSICA NAS ESCOLAS DE BOA VISTA-RR: CONTEÚDOS E TEMÁTICAS ADOTADAS PELOS SEUS ATORES SOCIAIS

O objetivo do estudo foi de identificar os conteúdos e as temáticas desenvolvidas pelos professores de educação física (PEF) nas escolas de Educação Básica do município de Boa Vista, Roraima, Brasil. Uma análise da composição das aulas e dos objetivos traçados pelos docentes sustentou a base para o estudo. Participaram do estudo 23 (vinte e três) escolas, nestas 30 (trinta) docentes, de ambos os sexos com idades entre 20 e 50 anos ($X=30,03\pm 8,57$ anos), todos voluntários. Suas aulas foram observadas pelos pesquisadores, onde em instrumento próprio, um scouth, avaliou a dinâmica dos procedimentos adotados pelos professores durante as aulas e o tempo dispensado nelas. Uma entrevista individual com perguntas fechadas e respostas abertas foi utilizada buscando identificar os objetivos das aulas ministradas. Os dados do scouth e dos conteúdos da entrevista foram tratados pela análise de conteúdo, no método da categorização (Bardin, 1977). Os resultados encontrados indicam uma alta variabilidade quanto ao tempo destinado às aulas de educação física em cada escola, o esporte, num sentido restrito, é um tema recorrente às aulas, apesar de toda a complexidade do movimento humano e suas relações com o outro e com a sociedade; em média mais de 22 minutos são destinados a temas livres, no qual o docente não exerce qualquer orientação e é facultada a participação dos alunos. Conclui-se que são necessárias modificações nas condutas adotadas pelos PEF, na abordagem do conteúdo de ensino e nas suas metodologias para que possa melhor orientar os discentes a uma prática do movimento humano voltado a formação do cidadão.

PALAVRAS CHAVES: Educação física escolar, Conteúdos de ensino, Planejamento de ensino.