

**152 - SCHOOL PHYSICAL EDUCATION OUT OF TUNE**

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[ricardo.catunda@uece.br](mailto:ricardo.catunda@uece.br)**INTRODUCTION**

This article presents the relationships that physical education, as a discipline that is responsible for the bodily experiences in educational institutions, establish for a culture of active and healthy life in adolescents. We found in research with adolescents aged between 14 and 16 years in physical education classes, the distancing of the discipline with the real objectives that should justify their presence in schools.

We will present the results of two studies conducted in Brazil and Portugal in the form of testimonials from teachers and students, and graphics. Teachers' statements say that the objectives of the discipline of physical education are in clouded at their practices, while students did not demonstrate such an understanding; they highlighted the lack of harmony in the relations of teaching and learning.

Physical education in school curriculum as a component mandatory in Brazil (Law No. 9394 / 96) with the opportunity to present its content through various bodily manifestations, should have more creativity to make yours taygoes beyond the issues of enforcement.

It is inconceivable that even in schools where there are satisfactory structures for practices; every day the students feel less enthusiastic about the classes. Of course we cannot ignore the fact that the school as an entire institution needs to renew itself with attributes that motivate students to remain in this space, despite the fact of being institutionalized as part of formal education.

The school managers see the physical education with the same look of common sense when they were students, or a compulsory subject in which many of them experience double as ant experiences. Participation in activities of little significance, does not contribute to the enjoyment of a body learning that allows the experience of a social culture for active and healthy life.

In this study, we will located discussions about adolescence. The body experiences in this period, if approach edwith their own objectives for this group, allow discovery, refinement of movement, adhesion to the sport and respect for the body, which directly influence the esteem and self-acceptance with reflections on the adoption of an active life style and healthy.

Studies conducted in Brazil by Catunda(2003) and by the teachers Rui Garcia and Paula Queirós in Portugal, even with different approaches, point to the lack of harmony between what is taught in physical education classes and the needs of students to change their behavior or the formation of a physical education throughout life.

The study carried out in Portugal had as a starting point some investigations developed on the expectation of a true understanding about the orientation of the discipline in the physical education in a public school for students' between 14-16 years of age. We analyzed the programs of discipline and observed numerous classes in various schools in the region of Porto over a school year. The authors reported that for the understanding of official documents from the Ministry of Education it was used as a tool the content analyze, while for the observation of classes the phenomenological perspectives of the work was used.

We identified the following questions about the orientation of physical education in schools for the age group 14-16 years drawn from the empirical work:

I –The Physical Education classes are moving towards a little far from those values that literature indicates as of greatest importance to the present time;

II-The technical dimension is virtually present in all aspects of the class, while values such as aesthetics, creativity and pleasure are not considered important;

III-The game of ten appears only in its formal dimension, skill and tactics, devoid of any sense;

IV-In the daily activity of the student sports game hardly exists, there is a large increase in the practice of computer games.

For the authors these results configure a discipline of physical education in technical, highlighting some values that were ranked as follows: 1 - duty, 2 –formalism, body technique, body fragmentation; 3 -pleasure and 4 -aesthetics. They emphasize that the values "pleasure" and "aesthetics" are barely considered in the teaching practice, and sometimes intentionally removed from the classroom.

The other study we will present to this reflection on the meaning and responsibility of school physical education was developed by Catunda(2003) in research with adolescents 14 to 16 years in two schools which had satisfactory structural conditions, vast educational materials and teachers licensed specialists in school physical education.

The sample consisted of 90 adolescents regardless of gender. To collect data from students a questionnaire on the perceived and real relationship between the physical education classes and the influence of this discipline in life style of the students complemented with the use of the technique of Focus Group with 15 students chosen at random, the meeting was filmed and recorded and transcribed the interviews. To the teachers a semi-structured interview was applied.

The results obtained on the relationship between physical education and the acquisition of healthy life styles continue to denounce the "opposite" of what the literature recommends and what is effective in practice.

**Importance of Physical Education in School Setting**

Teachers were content to say that the practice itself is justified by the importance, which has also not been realized for decades when you want to turn physical education in one's school environment into positive attitude in regard to life style.

Students attach importance to the fact that going out of the room to go to the class decreases the monotony and tension installed in excess of the or ethical concepts from other disciplines. In this case you have an escape from the classroom, and not an awareness of the benefits of the practice of Physical Education.

We realize that teachers attach to their practices a high degree of importance, but do not realize that isolated practices without information and communication with students, i.e., the fact that only to teach sports and play games has not proved to be sufficient to influence students.

Speaking on motivation to attend classes, the pleasure almost equals the obligation. Just over half(52%) of students stated they attend school for liking, close the reporting requirement(48%). This datum shows that the fact the physical education is mandatory it can sustain a high rate of school attendance. This is another major challenge to the Physical Education professionals, who need urgently to transform the legality of legitimacy.

To Samulski(2002), motivation is characterized as an active process, intentional and directed at a target, which depends on the interaction of personal (intrinsic) and environmental(extrinsic)factors. To this we present two types of behaviors and/or motivations:

### **The Sport Remains Hegemonic in Physical Education Classes**

The data strengthen the thesis that the teacher does not address the content culturally constructed in physical education. The sport is undeniable and valuable phenomenon that has great appeal before the students and because of their constant exposure generates the desire to practice it. What we cannot agree on is that this unique content is treated in class.

It is essential for the formation of children and adolescents, to consider the diversity and needs of students and the discipline and the goals contained in your planning is a guide to the diversity of practices.

Here I must add data to complement the results obtained from the students' responses. The claim of 55% of students from other content that are worked beyond the sport, against 45% who say that sports are only offered in class, when discussed in the Focus Group brought us the reality that the numbers do not show. The fact that 55% of students said there are other practices does not include a physical education that may create positive attitudes towards a healthy life style, by an unsystematic manner and time that occur with other activities. The teacher seems to ignore the planning, not organizing their pedagogical action, other experiences occurring at random, always dependent on the desire and will of the teacher or the students.

Some students' statements about offering other activities in the classroom than the sport:"Once in a while the teacher teaches dance or play, but delay. I think it should be about four times a year. What we really have here is the exercise and sport, "It's black mail, and everything here is like an exchange. We do what the teacher wants, which usually I do not particularly like, so that we can have what we want, to playball". It can be seen around an environment that does not help that we can transform the classroom in consciousness for an active life.

On this question, the teacher says: "Bargaining is a legitimate way to get the student to participate in our classes. If we do not give in to what they want, eventually it does teach. "What we observe in this testimony is that the teacher becomes a hostage of mediocrity since this is the one who must lead activities based on their content and objectives. It is unlikely to be able to intervene in the formation of culture, if not building subjects able to discuss and question instead of blackmailing and bargaining.

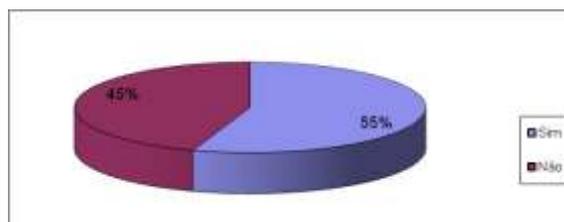


Figure 1 OTHER ACTIVITIES BUT SPORTS IN THE CLASSES

The Physical Education aimed in Basic Education should cover sport that transcends hegemonic issues, that is, exceeding the idea of sports-show accelerated by the media that puts you in the center of their schedules, turning it into a commodity, that is, the sport known in its hegemonic practice of sports competitions in the media, is not an educational reality, it does not have subsidies for general education(KUNZ, 2006).

### **The Influence of Physical Education in the Life Style of Students**

With regard to physical education and lifestyle, in Figure 2, 22% of students stated the interference of lessons in stimulating extra-school practices, while 29% denied this interference. He called attention to the "sometimes" with 49%. We brought the discussion to the Focus Group where he came to explain: occasionally and usually when he is unable to "normal" class the teacher discusses a topic about the importance of daily physical activity for healthy living.

These data show that the teacher has not noticed, despite advances in the profession and the theoretical framework, that this issue should be one of the mainstays of the reason for the permanence of physical education in the school environment.

On the question to encourage the practice of activities that may be occurring from physical education classes, see the speech of students: "No, the school physical education classes do not stimulate. I think it depends on the teacher's work. If he encourages the student or not, or let run loose, "there are teachers who has just throw the ball and ready for staff, there is a dialogue, " To play out there do not need to learning school ".

I see students begin to realize that physical education with a view that has been conducted; does not offer elements that can contribute to change of attitude towards the practice of regular physical activity. This is because the current practice comes to be confused with a certain disengagement proper of the students who experienced in groups of friends who play in the streets, squares and clubs.

See what the teacher says: "As soon as we arrived at the court, there is a very strong pressure from students, to immediately begin the lesson". I use the little time before the class, to fill in the grade book and write down the content in class."The teacher cannot be held hostage to the desire of students, for it is actions that are designed to develop a culture for an active lifestyle.

We understand that when the teacher begins his lesson, even though historically knowing the students only see the practice, he should talk to his class. You should insist on making this moment, an instant wealth of information, which must move from informal to formal.

Of course, the teacher suffers resistance, but he must use knowledge and creativity in addressing the information that students deem interesting in principle and important when seizing its applicability to life.

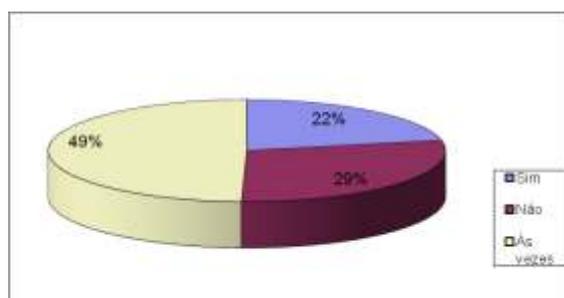


FIGURE 2 – PHYSICAL EDUCATION INFLUENCY ON THE STUDENTS LIFESTYLE

As stated Guedes&Guedes(1996) if the physical education classes provide additional options of content young people continue to practice them outside the school, support the idea that physical activity in childhood and adolescence contribute to an active lifestyle in adulthood, reducing the incidence of diseases related to physical inactivity. Maybe this way this research show results in relation to the option "Physical Education".

### The Relationship Between Physical Education and Quality of Life

Most teachers are not contributing to the knowledge necessary for students to acquire knowledge of actions that relate physical education and quality of life as seen in Figure 3.

In conversation with students, members of the Focus Group, on the frequency of information on topics related to quality of life and health promotion, the percentage of 74% says that "sometimes," the content is provided and another 17% say that "were never addressed." We found that this fact is by the lack of a continuous stock rare and rather meaningless. Speech of the student: "Sometimes he takes for the audience, but it is only once at the beginning and another at the end of the semester [...] there is still another opportunity, when the court is busy with rehearsals or other activities.

Also in this issue, I return to students. What the teacher could do to change their attitudes about the quality of life? "In the beginning of the year some interviews with students were made, getting on the participation by lot. One teacher made some tests, weighed, measured and made a few questions." ... in the end she told me a lot of things... I did not feed well, and showed me a table for food. I think that's what makes some people more interested in health. It is too bad that after that she disappeared and I had no answers or was accompanied at all to know if something has changed. "Adds:" ... a certain stimulus is good... some people come and talk to you about what may happen in the future if you do not go to the gym." ... this should be part of physical education. I had to do with everyone and explain what is better... The school has to care for the student. So you see that is not good".

These statements show that students have a certain interest in information that relates the practice of bodily activity and the quality of life. They say that when the information comes from the school "through credibility" there will be more encouragement to do physical activity outside (the school). What teachers need is to value the information that they can develop the culture for the healthy lifestyle. They must plan all their activities including ways of communicating with students and not only use the mechanism of information when there are not conditions to practical classes.

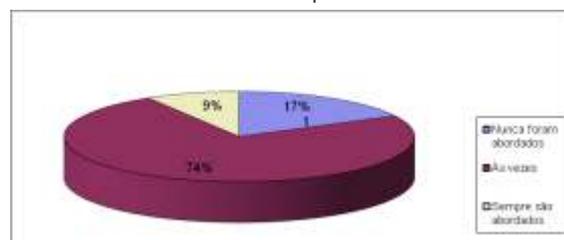


FIGURE 3 - HOW OF TEN CONTENTS RELATED QUALITY OF LIFE ARE DEALT

In Brazil, Novaes(1997) relates the dependence of quality of life to the education, believing that it helps prevent diseases, and determining the style of life, representing the best path to social advancement through new opportunities.

### CONCLUSION

The study showed the urgency with which the professionals of Physical Education and school managers must act to give due attention to this component of the curriculum. The way that physical education is offered in school contributes very little to the formation of an active lifestyle and healthy to produce positive impact on quality of life of the students. Need are engineering in the discipline, to transform schools without goals set out in "programs" aimed at the development of motor skills, body awareness, healthy lifestyle and training of human values in students.

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**SCHOOL PHYSICAL EDUCATION OUT OF TUNE****ABSTRACT**

The article presents the results of two studies conducted in Brazil and Portugal, where it was noted the concerns about the gap between what is presented in physical education and influences in the students' daily lives. Studies have shown the need for are thinking of practices as well as the responsibility of teachers with these changes. It was discussed the importance of physical education in the school setting, as well as the questions related to the sport takes hegemonic role on the content. The relationship of corporal practices in school and life style and as a determining factor in quality of life of future adults was studied.

**KEY-WORDS:** School Physical Education. Lifestyle. Quality of life.

**L'ÉDUCATION PHYSIQUE ÉCOLE HORS DE TUNE****RÉSUMÉ**

Article présente les résultats de deux études menées au Brésil et au Portugal, où il a trouvé les préoccupations avec la distance entre ce qui apparaît en éducation physique de l'école et influences dans la vie quotidienne des élèves. Des études ont montré la nécessité de repenser les pratiques ainsi que la responsabilité des enseignants avec ces transformations. A discuté de l'importance de l'éducation physique dans l'école, mais aussi de scénario, les questions liées au sport prennent un rôle hégémonique sur le contenu. Nous avons discuté de la relation entre les pratiques corporelles à l'école et le mode de vie et comme un facteur déterminant dans la qualité de vie des futurs adultes.

**MOTS-CLÉS :** École d'éducation Physique. Mode de vie. Qualité de vie.

**EDUCACIÓN FÍSICA ESCOLAR FUERA DE SINTONÍA****RESUMEN**

Artículo presenta los resultados de dos estudios realizados en Brasil y en Portugal, donde encontró las preocupaciones con La distancia entre lo que aparece en La escuela de educación física y que influye en La vida cotidiana de los alumnos. Los estudios han demostrado La necesidad de un replanteamiento de las prácticas, así como La responsabilidad de los profesores con estas transformaciones. Se discutió la importancia de la educación física en la escuela, así como escenario, las preguntas relacionadas con el deporte toman papel hegemónico sobre el contenido. Discutimos la relación de las prácticas corporales en la escuela y el estilo de vida y como un factor determinante en la calidad de vida de los futuros adultos.

**PALABRAS CLAVE:** Escuela. Educación Física. Estilo de Vida. Calidad de Vida.

**A EDUCAÇÃO FÍSICA ESCOLAR FORA DE SINTONIA****RESUMO**

O artigo apresenta os resultados de dois estudos realizados no Brasil e em Portugal, onde se constatou as preocupações com o distanciamento entre o que se apresenta na educação física escolar e as influências no cotidiano dos alunos. Os estudos mostraram a necessidade de um repensar das práticas, bem como a responsabilidade dos professores com essas transformações. Foi discutida a importância da Educação Física no cenário escolar, bem como, os questionamentos relacionados ao esporte assumir papel hegemônico sobre os conteúdos. Discutimos a relação das práticas corporais na escola e o estilo de vida e como fator determinante na qualidade de vida dos adultos futuros.

**PALAVRAS-CHAVE:** Educação Física escolar. Estilo de vida. Qualidade de vida.