

## 195 - EDUCATIONAL PEDAGOGIC PRACTICE IN THE FUNDAMENTAL TEACHING REGARDING THE SPORT

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### INTRODUCTION

The theme sport in the school is one of the most controversial themes in the sporting discussion, for the passion that raises, for his/her inclusion, for several focus possibilities.

The literature reveals that several educators of the Physical education / Sport has been enhancing the contribution of the sporting activity in the children's socialization, contribution that that has been used as justification for the inclusion of the Physical education in the school curricula. In this sense, the a lot of woven considerations, they indicate that the child through the sport learns that between her and the world "the other" ones exist, that for the social coexistence she needs to obey certain rules, to have determined behavior (BRACHT, 1997b, p. 58); they learn the children, also, to live together with victories and defeats, they learn how to expire through the personal effort; they develop through the sport the independence and the trust in themselves, the sense of responsibility, among other subjects. All these statements have the fact in common of they be statements that identify a positive paper for the sport in the educational process.

The choice of the theme sport appears starting from the same being's concrete reality a predominant content in the classes of Physical education, for the historical fact of his/her hegemony, for the pedagogic easiness that the same imposes and other adjectives that it doesn't fit here be approached, for not being that the objective and proposal of this study.

In the Fundamental Teaching, it is noticed that, for the fact of could approach the beginning of the education process, in that, almost all of the schools the sport is put as axis norteador of all the Physical education. Because of to verify and to approach the content sport in the school it is that it appeared the interest and the need of observing the educational practice in Araxá (MG), as well it stresses Saviani (1982, p. 14), "... a subject, in itself, doesn't characterize the problem, not even that whose answer is ignored; but a subject whose answer is ignored and do one need to know, here is there a problem," in other words, what does urge to question, dimensionar and to contemplate, is it as the teachers of the municipal net of teaching of the city of Araxá - do MG, teach the content sport in the classes of the discipline Physical education?

Starting from this moment she in a certain way can to draw the objectives of this study that it went to approach and to verify, that it forms and that it sorts out the sport is taught in the classes of Physical education, and as the teacher it is applying that content front to a concrete social reality, in other words, to verify the educational practice, the sport as majority content in the classes and their relationships with the pedagogic proposal adopted by the teachers and finally to approach the researches already accomplished in that sense. The objective that for now if it draws come in the sense of really to verify as the teachers of the municipal net of teaching of Araxá (MG), they are supplying their classes of Physical education on the content sport and which are their postures or pedagogic practices, related to the approaches of the Physical education. And this way it can stand out the specific objectives of this research, that you/they seek: (the) to Analyze him/it because of the sport the majority content to be considered in the classes of Physical education; (b) to Verify in which approaches of the Physical education the teacher is based when you/he/she is teaching the content sport; (c) to Observe and to analyze as the teachers teaches the content sport in the School Physical education; (d) to Examine the existent researches in that area making possible a reflection on the educational pedagogic practice in relation to the school sport.

He/she is justified the accomplishment of the present study proposal, when it is verified that the existence in the extent of the School Physical education takes to contemplate and to research on this theme. Relating, therefore, the personal practice and the one of the other teachers, that I included the sport as referencial of the present work, for his/her fact to be one of the contents more developed in the School Physical education. It was sought, to observe that it sorts out that content have been applied by the teachers, in other words, that it forms those contents are really developed and applied in the context of the classes of Physical education of the municipal net of teaching of Araxá (MG), in the initial series of the Fundamental Teaching (5th series) for the teachers of this discipline. The choice for the municipal net presented two reasons, the first for the fact of reducing (to address) the universe of the research, and the second of turning that research, a strategy for reflection and discussion close to the teachers of the referred teaching net, aprofundamento possibilities and improvement of his/her existence and pedagogic practice assuming like this an in keeping with education posture the current reality.

With base in these initial exhibitions, they began several questionamentos to appear, such as: (the) Which done the importance give to the sport in the School Physical education? (b) Which the historicity of the Physical education and of the sport? (c) why was the sport included in the School Physical education? (d) Which are the tendencies or done propose in favor or contrary the inclusion of the sport in the School Physical education? (and) Who or which do research they approached or do they approach that relationship and which were their conclusions / reflections? (f) does THE practice pedagogic teacher affect or would it affect the development of the content sport? These - maybe some other subjects - they can be answered in the development of whole the work, therefore in a certain way he/she will try to answer them, or at least, to provoke new reflections for future researches.

### DEVELOPMENT

The Physical education comes with several alterations of performance and intervention in their several historical moments, but with certainty always influenced by the relationships of power of the involved social classes.

The gymnastics and their interventions in Europe were ruled in objectives with eugenic and military ends, doing with that the citizen's search with body healthy, clean and prepared for war went his/her larger objective, to win battles or to purify the race of the nation.

Those European influences of the Physical education and their relationships of power on the body, the sport and the own Physical education influences the implantation of the gymnastics in Brazil.

The century XIX was outstanding for the gymnastics, consequently for the Physical education, in the European continent as well as it went of great importance to the Brazilian Physical education.

Through the analysis of the Physical education and their contexts, the influences in the Brazilian Physical education

and their relationships with the tendencies of the Physical education, it is noticed that the sport always existed in the societies, but in the school the same was not so outstanding or prioritized as preponderant content.

The Method Widespread Sport condiz with the period powders 1964, time marked by the military dictatorship, where the tendency competitivista was who orientated the Physical education. In this sense, the Physical education corresponded to the longings of the dominant class that through her, it dominated the bodies in the sense of there not being any opposition to the continuity of the economical model and the own military ideology (CASTELLANI FILHO, 1989).

The classes of Physical education had as objective the human being's physical and physiologic development, emphasizing the improvement of the flexibility, of the coordination, of the resistance, as prerequisites for a good sporting technical development. For so much, the exercises proposed during the classes were run and marches, activities of improvement of the flexibility and muscular development, agility exercises and finally sporting exercises aiming at the sporting initiation (BETTI, 1991).

This way, the income was the predominant requirement of that tendency, so much in the sport of high level, in the recreational sport and in the sport show. That sport posture did with that the dominant class used the sport, as a form of entertaining the population, because, of this it sorts things out, the students would not have disposition to participate in political movements, in other words, it dominates and he/she manipulates the bodies as form of social control and also as a great financial business.

The sport started to present characteristics of an industrial capitalist society, exalting the competition, measurement, technical income, the competition sporting raisin the being a show for the masses, and one of their more important components is the idol manufactured by the communication means (BETTI, 1991).

It can be considered the sport as a phenomenon that you/they are dictating historically, molding and allowing existences in a social and historical reality, in other words, he is outstanding presence in the organized communities' life of all or not presenting characteristics and own purposes of the population that it lives him/it. Therefore, that universal language in if that transformed the sport, it crosses all of the barriers social, economical and politics.

The sport definition or his/her manifestation will always be an unknown, because several they are the influences during his/her manifestation. The sport comes with a plurality character, due to his/her diversification of modalities, values that the participants incorporate him/her, objectives that are him/her joined among other aspects. In short, the sport comes with several facets, among them the one of the sport-income, the sport-participation and other denominations. But, and done the sport develop in the school extent, which will be his/her function and his/her objective? To what extent done this sport practice at the school reflects a manifestation of the dominant social class, or does he come disentailed of that vision, providing the social equality? Doubts, subjects, reflections that take to question the importance of the sport in the school or the sport of the school.

Inside of the school space, the sport occupies a prominence place. His/her privilege consists of the total syntony of his/her practice with the processes desenvolvimentoistas lived by the students. Their dynamic attributes correspond to the desire and the children's pleasure and adolescents in moving, to be together, of medir/comparar competences and of cooperating. The sport can promote the relationship in all of the levels, then to be a focus of interest for the students' great majority. In this sense a reflection fits concerning the models relate possible of they be developed in the context of Physical education.

The sport in the Physical education will depend on the width of his/her performance, demonstrating that the existence in the school maybe is ruled, first for the teacher and his/her political-pedagogic practice and finally for the students and their interests.

The sport was and it is inserted in the school Physical education and, his/her fundamentação and legitimation as more applied content in the school, it is subsidized by their educational characteristics. Important to highlight that according to Caparroz (2001) the influence of the institution sport about school Physical education is very strong, soon it criticizes that predominance of the sport as content of the school Physical education, mainly for considering that the sport was constituted in the element "legitimador" of the Physical education inside the school, as well as the meaning utilitarista, alienating, mercadológico that the sport had appeared (he/she has) in that conception.

Through the bibliographical rising done by Fiorante (2003), and Moreira's studies (1991), Resende (1995), Borges (1998), Darido (1999), Duckur (2004), it is noticed that some teachers of Physical education see the pedagogic practice only under the sporting optics, as if the contents were summarized to the sports, still evidencing traces of the tendency esportivista.

Through these embasamentos, to verify the teachers' of Araxá pedagogic practice, more precisely of the 5th series, when these apply the content sport, we intended to do an analysis of the objectives of their classes, of the vision that is had of the sport, of as he/she feels the students' participation and students, with which strategies increase the students' participation and students, that is waited that their students learn in the classes and finally these teachers' knowledge in relation to the approaches of the Physical education.

## METHODOLOGY

In agreement with the objectives, the used methodology was a combination of bibliographical research and qualitative field research, through observation of the educational practice and semi-structured interview (LÜDKE and ANDRÉ, 1986).

The field research was accomplished with teachers and teachers of Physical education of the municipal net of teaching of Araxá - MG. Among the nine (9) municipal schools in operation, only three (3) of those schools they present to 5th series of the Fundamental Teaching, that it was the focus of the research. In relation to the number of teachers it was verified that three teach in the 5th series of the fundamental teaching, and of the three, two are women and a man and that each one of them acts at different schools. The schools, in which were accomplished the research are the following ones: Municipal school Aziz J. Chaer; School Municipal Teacher Auxiliadora Paiva; Municipal school Leonilda Montandon - CAIC.

Defined the universe of the research was verified those teachers were properly registered in the Municipal General office of Education of the municipal district of Araxá and if they really taught for students of the 5th series registered in the net of teaching of the municipal district. Later, it was made a contact with the directors of the schools, where it was explicitada besides the whole methodology that would be used for accomplishment of the research, with the consent term authorizing the researcher to intervene in the school atmosphere, and finally, in relation to inclusion or exclusion of the subject of the research, a preliminary verbal request was accomplished with each one of the teachers of Physical education, whole explicitando the process and content of the research, later it was requested the teacher that signed the consent term and accept, being made official like this the permission for the research. This way, all of the stipulated criteria were assisted.

In relation to the observation methodology, he/she stands out that was done according to specific criteria as, descriptive annotations, in other words, field annotations, description of the subject of the research, verification in the way of to speak and to act; description of the behaviors and the teachers' attitudes and teachers front to the taught content and finally the description of dialogues between the teacher and their students, making possible like this to verify which pedagogic posture the

teacher and the teacher use in their classes front to the content sport.

The accomplished interview was of the type semi-estruturada, where subjects were approached on the studied theme:

Which are the objectives longed for in their classes? Which is his/her sport vision in the school? How is he/she the students' participation and students in their classes? Which done the largest difficulty find by the students and students to participate in their classes? Which pedagogic strategies do you use to have the students' participation and students in their classes? For what do you wait that the students and do students learn during their classes? During his/her graduation or after the graduation, did you read some article or book that it approached the tendencies of the School Physical education?

#### FINAL CONSIDERATIONS

It was noticed that still attitudes militarists' traces, hygienists and mainly esportivistas exist in practice pedagogic of the teachers. The teachers, in his/her majority, consider the sport as predominant content in their classes, the sporting income is present in all of the observed classes, they privilege discipline attitudes that are checked by the note and invigoration of the order and obedience. In compensation, contrary the those traces, it is noticed that Darido (2005) it had detected, when the teacher's function is just summarized to mark the time and to give the ball, considered "rolls like this ball" or recreacionista. That action contrary of the teachers to the approaches militarists, hygienists and esportivistas, that approached the sport as income and performance is substituted then by a posture where the students and students are that you/they decide what do in the classes and the teacher's paper limited the just to control the activities in a passive and absent way.

That fact happened with two of the subject of research, but in relation to the teacher 2, their classes were linked completely to the income, to the technical training and the competition as main objectives, in spite of in his/her speech him besides to mention that in the classes she should not prioritize the competition. In relation to the sport practiced at the schools, it was evidenced that the concern with the income and the discipline is very strong. But it is important to stand out that the teachers, in this specific case, didn't drive their ruled classes in the income, but in the disciplinary power that this had, and meanwhile the own students and students participated and they played with income objective, that was of expiring, to overcome the opponent, to discriminate the less skilled friends. And the teacher 2, in their classes acted, it controlled and it drove the sport in the sense of improvement of the technical foundation, of the perfection of the movement, in the respect to the rules and in the incessant search of the victory. This way, the teacher's of the Fundamental Teaching pedagogic practice in relation to the sport, came ruled sometimes in a character without commitment and disentaile of any fundamentation or contextualização of the sport and on the other hand based in the income, in the participation and in the competition of the sporting modalities.

In the interview, the fact of the non knowledge of the new literatures regarding the area, worried us mainly first for the that was verified in the observation of the classes, in other words, the teachers assume pedagogic postures that you/they were already studied, discussed and contemplated and that besides try to be overcome. This way, the implantation possibility of new proposed pedagogic they end up being limited, for the fact of those academic productions they be not being disseminated the teachers. Other factors as no recognition and consequent lack of incentive of the direction, low wages and even a professional formation disqualified can also limit the appearance of those new ones proposed pedagogic in the school, and more specifically to the sport.

So that that pedagogic practice can really be modified, the researches work as a reflection channel for every community of teachers of Physical education and also for futures teachers and teachers in the sense of lifting subjects, explanations or then new doubts on the pedagogic practice, so that she can always continue in search of a quality education.

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### **EDUCATIONAL PEDAGOGIC PRACTICE IN THE FUNDAMENTAL TEACHING REGARDING THE SPORT ABSTRACT**

It was looked for in the present research work, to point a "trip" for the origin of the Physical education in the world, later to bring her/it to Brazil. With that to identify each one of their moments of performance, also verifying the inclusion of the sport in the school. The approached theoretical referential, the observations and the interviews allowed to discuss and to comment on the pedagogic practice of the teacher front to the content sport. Of this it sorts things out, when confronted the theoretical referential with the pedagogic practice, or be the teacher's reality and of the teacher in the school, it can be verified that much more than certainties and answers, it was had doubts, subjects, reflections and just a certainty that it is still had a lot to question about the educational performance. The objectives that were: (the) to identify the educational pedagogic practice in the school Physical education in relation to the sport in the school; (b) to verify the pedagogic approaches that you/they are in the base of the educational performance; (c) to verify which they are the possibilities of the teachers' of Physical education sensitization for the enlargement of the conception of the educational practice of the sport in the school, was reached. As a result of the research, when observing the educational pedagogic practice in the school in comparison with the speech of the interviews, it is noticed differences and possible incoherence. That research went of great importance to detect the applied proposal of teaching of the sport in the school and their repercussions about the Physical education and also their objectives front the pedagogic proposal of the seen school in a general way, in other words, the perspective of that work is of believing in the possibility of verifying what passed, what is passing and maybe what will happen, in the search of a pedagogic proposal that it respects more the individualities and the development of the students front to the teaching of the sport in the School Physical education.

Word-key: Physical education; School sport, Pedagogic Practice.

### **SPORT PRATIQUE PÉDAGOGIQUE ENSEIGNANTE DANS L'ENSEIGNEMENT FONDAMENTAL CONCERNANT LE RÉSUMÉ**

Il a été cherché dans le travail de la recherche présent, pointer un "voyage" pour l'origine de l'éducation Physique dans le monde, plus tard apporter her/it à Brésil. Avec cela identifier chacun de leurs moments de performance, vérifier aussi l'inclusion du sport dans l'école. L'approché théorique référentiel, les observations et les entrevues ont autorisé discuter et faire des remarques sur l'entraînement pédagogique du devant du professeur au sport satisfait. De ceci il trie des choses, quand a affronté le théorique référentiel avec l'entraînement pédagogique, ou est la réalité du professeur et du professeur dans l'école, il peut être vérifié que beaucoup plus de certitudes et réponses, il était eu des doutes, sujets, réflexions et juste une certitude qu'il est encore eu beaucoup à questionner au sujet de la performance pédagogique. Les objectifs qui étaient: (le) identifier l'entraînement pédagogique dans l'éducation Physique scolaire par rapport au sport dans l'école; (b) vérifier les approches pédagogiques que les you/they sont dans la base de la performance pédagogique; (c) vérifier ils sont lesquels les possibilités des professeurs de sensibilisation de l'éducation Physique pour l'agrandissement de la conception de l'entraînement pédagogique du sport dans l'école, été atteint. Par suite de la recherche, quand observer l'entraînement pédagogique dans l'école en comparaison de la parole des entrevues, il est observé des différences et incohérence possible. Ces recherches sont allées de grande importance pour détecter la proposition appliquée d'apprendre du sport dans l'école et leurs repercussions au sujet de l'éducation Physique et aussi leurs objectifs se trouvent la proposition pédagogique de l'école vue dans un chemin général, en d'autres termes, que la perspective de ce travail est de croire dans la possibilité de vérifier ce qui est passé, ce qui passe et peut-être ce qui se passera, dans la recherche d'une proposition pédagogique qu'il respecte plus les individualités et le développement des étudiants trouvez-vous à l'enseignement du sport dans l'éducation Physique Scolaire.

Mot clef: Éducation physique; Sport scolaire, Entraînement Pédagogique.

### **DEPORTE PEDAGÓGICA EN LA FORMACIÓN DEL PERSONAL DOCENTE CON LA PRÁCTICA CLAVE PARA EL RESUMEN**

Se buscaba en el trabajo de la investigación presente, apuntar un viaje para el origen de la educación Física en el mundo, después traer el ver a Brasil. Con eso identificar cada uno de sus momentos de actuación, también verificando la inclusión del deporte en la escuela. Los referencial teóricos acercados, las observaciones y las entrevistas permitieron discutir y hacer un comentario sobre la práctica pedagógica del frente del maestro al deporte satisfecho. De esto ordena las cosas fuera, cuando confrontó el referencial teórico con la práctica pedagógica, o es la realidad del maestro y del maestro en la escuela, puede verificarse tanto más de las certezas y respuestas, se tenía las dudas, asuntos, reflexiones y simplemente una certeza que todavía se tiene mucho que cuestionar sobre la actuación educativa. Los objetivos que eran: (el) para identificar la práctica pedagógica educativa respecto a en la educación Física escolar el deporte en la escuela; (b) para verificar los acercamientos pedagógicos que los yo chey están en la base de la actuación educativa; (c) para verificar qué ellos son las posibilidades de los maestros de sensibilización de educación Física para el agrandamiento de la concepción de la práctica educativa del deporte en la escuela, se alcanzó. Como resultado de la investigación, al observar la práctica pedagógica educativa en la escuela comparado con el discurso de las entrevistas, se nota diferencias y la posible incoherencia. Esa investigación fue de gran importancia para descubrir la propuesta aplicada de enseñar del deporte en la escuela y sus repercusiones sobre la educación Física y también sus objetivos afrontan la propuesta pedagógica de la escuela vista de una manera general, en otros términos, que la perspectiva de ese trabajo es de creer en la posibilidad de verificar lo que pasó, lo que está pasando y quizá lo que pasará, en la búsqueda de una propuesta pedagógica que respeta las individualidades y el desarrollo de los estudiantes más afronte a la enseñanza del deporte en la educación Física Escolar.

Palabra claves: La educación física; La Práctica deportiva, Pedagógica escolar.

### **PRÁTICA PEDAGÓGICA DOCENTE NO ENSINO FUNDAMENTAL COM RELAÇÃO AO ESPORTE Resumo**

Buscou-se no presente trabalho de pesquisa, apontar uma "viagem" pela origem da Educação Física no mundo, depois trazê-la para o Brasil. Com isso identificar cada um dos seus momentos de atuação, verificando também a inclusão do esporte na escola. O referencial teórico abordado, as observações e as entrevistas permitiram discutir e comentar sobre a prática pedagógica do professor frente ao conteúdo esporte. Desta maneira, quando confrontado o referencial teórico com a prática pedagógica, ou seja a realidade do professor e da professora na escola, pode-se constatar que muito mais que certezas e respostas, se teve dúvidas, questões, reflexões e apenas uma certeza de que ainda se tem muito a questionar sobre a atuação

docente. Os objetivos que eram: (a) identificar a prática pedagógica docente na Educação Física escolar em relação ao esporte na escola; (b) verificar as abordagens pedagógicas que estão na base da atuação docente; (c) constatar quais são as possibilidades de sensibilização dos professores de Educação Física para a ampliação da concepção da prática educativa do esporte na escola, foram alcançados. Como resultado da pesquisa, ao observar a prática pedagógica docente na escola em comparação ao discurso das entrevistas, percebe-se diferenças e possíveis incoerências. Essa pesquisa foi de grande importância para poder detectar a proposta aplicada de ensino do esporte na escola e suas repercussões sobre a Educação Física e também seus objetivos frente a proposta pedagógica da escola vista de uma maneira geral, ou seja, a perspectiva desse trabalho é de acreditar na possibilidade de verificar o que passou, o que está passando e talvez o que irá se passar, na busca de uma proposta pedagógica que respeite mais as individualidades e o desenvolvimento dos alunos frente ao ensino do esporte na Educação Física Escolar.

Palavras-chaves: Educação Física; Esporte Escolar, Prática Pedagógica.