

99 - RETHINKING THE SPORT AS A SCHOOL CONTENT

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THE SPORT IN SCHOOL PHYSICAL EDUCATION CLASSES

The sport is presented as the main content if not unique in physical education classes at school. Featuring often the aspect of "kindergarten" of a particular sport, restricting the content that covers the Physical Education only to the sport, being that we consider that physical education has as content the body culture.

But this is not new, its origin has a historical background. The sport had its development in physical education, more specifically post - 1964 period in which Ghiraldelli Junior (2004) termed competitiveness of Physical Education.

Physical education competitiveness aimed to characterize the individual competition and resilience as fundamental values and desired for a modern society, in the cult of the athlete-hero, who despite all the difficulties to came to the podium (GHIRALDELLI JÚNIOR, 2004).

Another point to be emphasized in historical course of Physical Education was the surge of "Sports for All" which is characterized as an alternative movement is to yield to the sport by placing the autonomy of the Human Being in the heart of relations (COLETIVO DE AUTORES, 1993).

In view of this, we can see that the discussion of the sport while content of Physical Education has its historical roots over the years and often the physical education classes reproduce tense relations that depict the values found in society.

This bias Assis de Oliveira (2010) indicates, today the sports is not only the unique content or priority for the organization of physical education classes, as well as other cultural forms are being esportivizadas through the holding of competitions, the uniformity of the rules etc.. And, it points out that criticism of the sport can be summarized in two dimensions, one its respect to an exclusive primacy or hierarchy in the organization of physical education classes. And the other dimension, concerns the role of sport in school, noting that school by physical education would be taking the codes, meanings and values of the sporting institution.

In this sense Bracht (2003) points out the reconstruction of a theory of physical education based on a pedagogical discourse which can filter and convert, with the light of the logic of this field, the influence of "foreign" sports system, is an element important for the construction of autonomy (teaching) of Physical Education.

Bracht (2003) also points out that physical education to obtain urgently legitimacy within the educational field as a practice and academic discipline, under penalty of having their very existence threatened and this is not just towards extinction, but simple replacement of the sport (at school).

Therefore, aim as some authors, for the reinvention of the sport as part of the curriculum in a joint project with the educational policy of the school, so he let go of practices highlighted by Kunz (1991) as the manipulation, exclusion and sorting early and have the sport of school and not the sport in school. Since the sport at school, brings with features aimed at the sports training income, success (ASSIS DE OLIVEIRA, 2010).

Santin (1987), in this same light, signals that the curricula of schools physical education emphasize the physical and practical over the intellectual, political and psycho-social as scope bearing exercises, training and sports activities, linking almost exclusively to sport. There seems to be a dichotomy between sport and physical education as a political, social and ideological valuing only the contents of mechanics, biomechanics, physiology and biophysics to obtain skills, performance and automation. There is no concern with the experience of a gesture or movement is not taken into consideration that before a physical movement is a behavior with intentionality, language, source of symbolism that gives it an unlimited quantity.

Thus physical education is developed as an industry that uses the students, maybe in the future to be "consumer goods", future athletes, not helping him to develop it into a composite sociality of values that enable a critical confrontation with the dominant values. This makes, is not given importance to a critical analysis of the relationship between Physical Education / Sport and the socio-economic-political and cultural environment in which to pursue, but as autonomous institutions and isolated (BRACHT, 1992).

From this context, with regard to teaching the sport, teaching methods can not be confused with systemic breaches of procedures that end, taking the form of a general method of teaching, which, ultimately, is nothing more than a normalization which aims to mechanization of intellectual activities, the training, which is a means of control with his arrival at pre-established, having no desire for action and transformation. It is necessary, that the teacher know the different teaching methods and understand their principles, using or creating a method compatible with the needs and goals of the group, considering the age and level of understanding of the game so you can meet the individual in its entirety (ESCOBAR, 2005).

Thus, the Physical Education and, especially, the sport as the main content of the classes would be linked with political, economic and social problems that involve the learner is more significant because the physical education imposed thereby characterizing real "sports schools" actually fragmented, authoritarian and alienating not giving the student opportunities to reflect and think about a physical education and social history, which has behind it an image of physical culture should be considered in context and in the process of teaching and learning.

Nessa perspectiva o Esporte, enquanto tema da cultura corporal, é tratado pedagogicamente na Escola de forma crítico-superadora, evidenciando-se o sentido e o significado dos valores que inculca e as normas que o regulamentam dentro de nosso contexto sócio-histórico (COLETIVO DE AUTORES, 1993, p. 41).

According Marauna (2006) Physical Education this means: if you really understand the educational, not merely as the transmission of knowledge of the culture industry, science or the traditional way, but as an encounter with the world body of differently and in motion, it entails the pursuit of fundamental experiments in which children and young people with multiple possibilities of motion, can rediscover many differences to act.

We do not want to ignore the sport here as a school subject, but rather discuss it as a pedagogical tool in the social aspect and not reduce it to gestures and performance. That is not to say that during the lessons we should not repeat the technical movements of sports or teaching them, but that is employed meaning to them. For we know, that without pedagogical processes

we can not learn a gesture, because hand-eye coordination and motor engram the ballast necessary for achieving certain technical gestures only be acquired through repetition.

As signals Kunz (2006, p. 14) "a Educação Física pode e deve ser discutida do ponto de vista epistemológico, social-filosófico, cultural, como também biológico e técnico. Precisa, no entanto, cada vez mais investigar a própria prática e refletir mais sobre ela". In this sense, the importance of this reflection is an attempt to propose a discussion no longer guided by the polarization between income and education, but consider this as a way of different educational proposals as world cultural heritage, which allows the assignment of different meanings, including educational (KORSAKAS; DE ROSE JUNIOR, 2002).

As Gonçalves (2008) stresses the transformative Education encourages the development of creativity as it is at the heart of personal and social transformation. Our society's changing, requires individuals to be flexible and creative, open to an understanding of reality, and willing to modify the circumstances of domination and oppression in which man lives in today's society, so it is not mere submissive.

In this sense, Rumpf (1994, p.22) apud Marauna (2006, p.198) points

O prazer da descoberta, do movimento, a arte do revestimento e da desarrumação, tudo sempre sob novos desafios e com caráter de aventura, isto faz a superação – eu não acredito que elas possam ser, por assim dizer, atribuídas a um único grupo familiar de movimentos ou a um único corpo. O prazer no trato com as coisas, no acarinhar e no produzir são outras forças instintivas enraizadas corporalmente e que uma escola, orientada rigidamente nas ciências, bem como uma concepção esportiva extra-escolar e numa cultura de ensino-aprendizagem correspondente, não pode superar facilmente.

Therefore, what should be reflected is the extent to which this systematization is important in physical education, and how it can be enabled and contextualized. For this, we must rethink the purpose of this practice, not simply by deducting the performance, but linked it to a social and historical factor.

OBJECTIVE

Given this exposure, we aim to discuss the main manifestation of the sport from the school context, in order to uncover the practice observed in Brazilian schools.

METHODOLOGY

This study used a qualitative survey of bibliographic, which aims to identify the different forms of scientific contributions that were made on a particular subject or phenomenon, here highlighted the sport as part of school physical education curriculum in order to enable the gathering a series of information to prove the existence or not of a particular hypothesis that is or was the subject of study by other researchers and, from there, the researcher is to add a lot of information, the purpose of preparing its study (OLIVEIRA, 2002).

FINAL

The sport is strongly evidenced in several moments in physical education classes as unique content, being exposed aiming yield and performance, without considering the pedagogical aspects of the movement in its social and historical dimension.

For a more meaningful practice the contents of Physical Education should assume a theoretical and practical, as underlined Kunz (1991), consisting of three categories: work, social interaction and language. Thus, the proposed activities would no longer have character trainer, allowing the redefinition of gestures by a communicative act between educator and student and between student and student.

In this sense, the construction of alternatives to the pedagogical work and knowledge production should target the development of the theory and practice as categories from the consideration of practice and its empirical description, a reference that explains this practice from the perspective of understanding its entirety, radicalism, and the collective elaboration of proposals, community, alternative and overcome (TAFFAREL e ESCOBAR, s/d).

Thus, we believe that physical education school would have an effect, especially social, which considers the learner as an active agent in the process of teaching and learning, allowing the understanding of the entire movement and not of simple gestures and mechanical technicians.

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RETHINKING SCHOOL SPORTS AS CONTENT

ABSTRACT

Sport as a content of Physical Education, in the cultural context of body movement, was historically the result of changing public policies in education that were not on the sidelines of society. From this, the sport is presented as hegemonic content during the process of teaching and learning in physical education classes at school, as well as other cultural forms are being esportizadas by holding competitions and standardizing the rules. In this sense, this paper aims at discussing the main manifestation of the sport from the school context, in order to uncover the practice observed in Brazilian schools. This was a qualitative research of bibliographical. As a result of this study, we believe that the sport worked in physical education will only have an effect, especially, social, considering the learner as an active agent in the teaching process, allowing the understanding of the entire movement and not a repetition of simple gestures mechanics and technicians.

KEYWORDS: Sport; Physical Education School; Teaching learning process.

SPORTS SCOLAIRES REPENSERAS CONTENU

RÉSUMÉ

Sport et éducation physique contenu dans le contexte culturel du mouvement du corps a des changements historiquement le résultat de politiques éducatives qui ne sont pas en marge de la société. De là, le sport est présenté comme contenu hégémonique au cours du processus d'enseignement et d'apprentissage dans les cours d'éducation physique à l'école, ainsi que d'autres formes culturelles sont esportizadas en organisant des compétitions et d'uniformiser les règles. En ce sens, cet article vise à discuter la principale manifestation de ce sport du contexte scolaire, afin de découvrir la pratique observée dans les écoles brésiliennes. Il s'agissait d'une étude qualitative de la bibliographie. À la suite de cette étude, nous croyons que le sport a travaillé en éducation physique n'aura un effet, surtout, social, compte tenu de l'apprenant comme un agent actif dans le processus d'enseignement, permettant la compréhension de l'ensemble du mouvement et non une répétition Des gestes simples de la mécanique et les techniciens.

MOTS-CLÉS: Sport; Éducation physique scolaire; Processus enseignemen apprentissage.

REPENSANDO EL DEPORTE COMO CONTENIDO ESCOLAR

RESUMEN

El deporte como contenido de la Educación Física en el contexto de la cultura corporal del movimiento sufrió históricamente cambios como resultado de políticas públicas educacionales que no estaban fuera de los acontecimientos sociales. Apartir de esto, el deporte se presenta como contenido hegemónico en el proceso de enseñanza-aprendizaje en las clases de Educación Física escolar, como también otras formas culturales están siendo deportizadas por medio de la realización de las competencias y de la uniformización de las reglas. En este sentido, esta ponencia tiene como objetivo principal discutir la manifestación del deporte apartir del contexto escolar, teniendo en vista el descubrir esa práctica observada en las escuelas brasileñas. Es una investigación cualitativa de carácter bibliográfica. Como resultado de la investigación, pensamos que el deporte trabajado en la Educación Física escolar solamente tendrá un sentido, principalmente, social, si considera el estudiante como un agente activo en el proceso de enseñanza permitiéndole la comprensión de la totalidad del movimiento y no la repetición de simples gestos mecánicos y técnicos.

PALABRAS LLAVES: Deporte; Educación Física escolar; Proceso de enseñanza-aprendizaje.

REPENSANDO O ESPORTE ENQUANTO CONTEÚDO ESCOLAR

RESUMO

O esporte como conteúdo da Educação Física, no contexto da cultura corporal do movimento, sofreu historicamente mudanças fruto de políticas públicas educacionais que não estavam à margem dos acontecimentos sociais. A partir disto, o esporte se apresenta como conteúdo hegemônico durante o processo de ensino aprendizagem nas aulas de Educação Física escolar, como também outras formas culturais vão sendo esportizadas por meio da realização de competições e da uniformização das regras. Neste sentido, o presente texto tem como objetivo principal discutir a manifestação do esporte a partir do contexto escolar, tendo em vista o desvelar dessa prática observada nas escolas brasileiras. Tratou-se de uma pesquisa qualitativa de caráter bibliográfico. Como resultado desse estudo, acreditamos que o esporte trabalhado dentro da Educação Física escolar só terá um sentido, sobretudo, social, se considerar o educando como um agente ativo no processo de ensino, permitindo-o a compreensão da totalidade do movimento e não a repetição de simples gestos mecânicos e técnicos.

PALAVRAS-CHAVE: Esporte; Educação Física escolar; Processo de ensino aprendizagem.