

18 - PHYSICAL EDUCATION IN HIGH SCHOOL IN TODAY'S REALITY

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INTRODUCTION

The world is in a constant change of parameters and Physical Education also experiences such changes. Although Physical Education wasn't valued in the past, today it is regarded in a different way, because everybody wants, through technological and information progress, improve their living standard. Nevertheless, we can still find schools where physical education is still disregarded by the teaching staff, students, parents and even Physical Education professionals themselves (DARIDO, 2003).

FORQUIN (1992) corroborates this statement by saying that the idea that everything that is taught at school has the same weight is false. To him, in the same curriculum certain subjects really count more than others, be it by their schedules or by their relative weight in the assessment made by the students.

The 9.394/96 law declares that Physical Education, integrated to the school's pedagogical proposal, is a compulsory curricular component for basic education (Art. 26), which aims to develop the student, assure that they get the essential general education for citizenship and provide him with the means to progress on the labor market and in his future studies (Art. 22). These changes happened at the same time as other documents, such as the National Curricular Guidelines – (DCN in Portuguese, Brazil, 1999) and the National Curricular Parameters – (PCN in Portuguese, Brazil, 2002), creating a new High School, which is part of the final period of basic education. However, it is important to highlight that the purpose of the PCNs was to help the school teams to do their jobs, working as a boost and support to the reflexion on their daily practice, as well as class planning and curricular development, equally contributing to their professional recycling (Ministry of Education). However, we notice that these documents don't present specific information for the teachers related to what the contents to be taught at specific levels should be, which obviously leaves a gap in the didactic-pedagogical actions and leaves the teachers without direction in their practice (SANTOS E NISTA-PICCOLO, 2011).

This study will be directed in the following way: at first, I will address the concept of basic education and how it has been offered by schools. Next, I will tackle the vision of sport in the school environment and how we can deal with physical education contents in high school, when I will confirm the need of a change in the approach of these contents.

CONCEPT OF BASIC EDUCATION AND ITS INSERTION IN THE SCHOOL ENVIRONMENT

According to Collective of Authors (1992,p.50), "Physical Education is a pedagogical practice that, in the school scope, thematicises forms of expressive body activities such as: game, sports, dance and gymnastics, which make up a field of knowledge that we can call corporal culture." Its objective is the human movement.

It is important to consider that the focus of any educative process is the human being with all their possibilities of overcoming limitations. When it delineates the object, Physical Education considers the human movements with all their possible forms of interpretation and valuations in the social context. It is imperative to stress that, despite the fact that man is an unfinished being, he is provided with autonomy and his synergies enable any possible form of transcendence (Vargas, 2009). By means of the latter we can introduce the students to corporal culture, preparing the citizen that will produce, reproduce and change it through games, sports, wrestling, gymnastics and dance (according to the PCN) in the search of the critical citizenship exercise and a better quality of life. It is considered a privileged educative means, because we work with the body in order to get balance, health, physical aptitude for action and the development of moral values.

This discipline allows the students to develop all their potential, it improves the mental functions, motor coordination, creativity, free expression and sociability and also helps in the individual's global development, that is, in the cognitive, psychomotor and affective aspects.

Daolio (2004) proposes a Physical Education practice in which the individual is considered an important part, necessary and participant in the pedagogical process to be planned by the educator.

THE VISION OF SPORTS IN THE SCHOOL ENVIRONMENT AND HOW TO DEAL WITH THE CONTENTS OF PHYSICAL EDUCATION IN HIGH SCHOOL

Physical Education became, from a point of view based on the sports, just a physical or motor practice. According to the authors (BARROSO E DARIDO, 2006; DARIDO 2003), this period of PE history, called sportivist, was based on the technician movement, i.e, a mechanical repetition of sports movements, limiting the students to learning and repeating technical gestures. What we have seen with the excessive focus on developing and repeating sporting skills in the Physical Education programs are the lack of interest and the exclusion of the less skillful individuals, what generally accounts for most of the students. This worsens when the school prioritizes competitions, distorting the teachers's pedagogical practice and establishing a coach-athlete relationship rather than a teacher-student one. (ULASOWICZ E PEIXOTO, 2004).

The main consequence of this sportified Physical Education model is that, by not achieving its purposes (improve the student's physical aptitude) it becomes an uninteresting and obsolete discipline, which leads to extensive school dropout, mainly among high school students.

For Frey (2007), this finding demonstrates that PE needs to adopt a different perspective from the one is has used so far. Its objectives, contents and methodologies need to be reviewed and reformulated in order to highlight the importance of this discipline in the ambit of school. According to Oliveira (2004), Physical Education, contrarily to other subjects, doesn't have systematized contents that guide its application throughout the different school levels, which raises questions and leads to desarticulated and non-consecutive practices

One option would be a change in planning in order to engage the students, let them have a say and thus improve their motivation and participation in class as well as enhance the teacher-student relationship. By doing so the teacher won't lose their authority over the class, on the contrary, they will just broaden the exchange of experiences (AZEVEDO, 2000).

The physical education teacher, when they decide to develop playful, recreational, sporting body activities, dance and games out of this systematized sports concept and the practice by itself and looks for awakening the students's interest to reflect on the contents proposed, makes the students perceive themselves as a whole as they consciously experience the different body practices (ROSAE KRUG, 2009). Kunz (1994) proposes that the sports be transformed didactically and pedagogically in order to be dealt with at school. It is not about practically changing the sports, but mainly altering the understanding of the possibilities of change that sports carry so that they become an educational reality that boosts free critical education rather than just becoming a copy of the sport-spectacle.

We need to perceive the sport as a social-cultural phenomenon with educational character and not just as a physical preparation for achieving high performance. By doing that, the sport can offer its practitioners situations and problems that will only be solved within a group and thus will allow them to go far beyond the sport or school scope.

Chiminazzo, Melo and Dutra (2007), draw our attention to the following situation raised by the PCNs: in high school, PE classes quite often repeat the programs of elementary school, limiting themselves to the practice of the basics of some sports and learning technical sports movements. It is as if PE was about everything but that. Of course, it is not a question of dismissing those practices in the school context, but rather resignifying them. There is a wide range of learning processes as well as proposals to reflect on the different ways the teacher can follow to conduct their teaching as to achieve a preparation in accordance with the new proposals for PE in high school.

In order to deal with the sports in school in a pedagogical way, we have to rethink some questions related to our practice, such as: consider the three dimensions of the contents; adapt class planning to the students's needs; respect previous contributions and knowledge; set goals within the students's reach and offer suitable help; promote mental activity, self-esteem and autonomy (ZABALA, 1998); and respect the inclusion principle and the diversity of contents and ways of learning.

The sports can be understood through three manifestations (dimensions) that Tubino (1992) named Educational Sports, Participative Sports and Performance Sports. We will focus on Educational Sports, which have a formative character, based on educational principles such as participation, cooperation and education. They are an educative process for forming the youth and preparing them for the exercise of citizenship, they must not be an extension of the performance sports in school. Educational Sports aim at developing the individual's corporal skills and potentials, preparing them for leisure and the critical exercise of citizenship, avoiding selectivity, racial segregation and overcompetitiveness, so to promote a freely organized, cooperative and supportive society. Nevertheless, education sports have a formative purpose that can be developed at school or outside with everyone's participation in order to democratize and generate culture through the individual's expression movements. Participative sports are the ones that are played during leisure time and are only effective when they help the student form habits and plainly feel pleasure in their practice. As for the performance sports or high-level sports, they correspond to the sporting practice that leads to the concept of sport based on specific rules and codes for every sports discipline.

Therefore, if the sports practice at school only aims at performance and results in high level competitions, transforming physical education classes into practices that only require a standardized performance and thus allowing only a few to succeed and creating very soon some so-called "losers", the sports will fail to achieve their real goals and will exclude those who need the most to develop their motor skills (DAOLIO, 2010).

That way, we cannot prioritize the formation of athletes at school, but, on the other hand, it is important to emphasize the positive aspects of competition, where lies the spirit of progress, resilience, loyalty, generosity, team spirit and respect to the opponent, quite differently from the negative side of competition, where we find the struggle for victory at any price and violence. The main historical mistake in understanding the educational sports is to see them as a branch of the the performance sports (TUBINO, 1987).

To transform the social phenomenon of the sports, it is necessary, according to Kunz (1994), to have the capacity to know how to put yourself in the position of the others, especially those who don't have the necessary skills for the discipline concerned, and how to query about the real meaning of the sports and, by doing so, be able to analyze them from a critical perspective.

What critical pedagogy in Physical Education proposes is not the absence of technique but rather teaching motor sporting skills endowed with new meanings and objectives to be built together with a new meaning for the sports.

Darido (2003) believes that recognizing the contents in the conceptual, attitudinal or procedural categories doesn't mean that the activities have to be planned separately for each one of them, but quite the opposite, that is, planning and developing activities so to integrate the three types of contents.

By respecting the three types of contents, we want the students to understand, know how to do and respectfully participate. These categories are used to clarify the different dimensions that interfere in the learning process, that's why we have to consider these content categories as always associated, even when they are dealt with separately (BRASIL, 1998).

At school, the sports needs to become a way to understand, incorporate, learn attitudes, skills, knowledge that allow the individual to master the values and standards of sports culture (BETTI, 1991).

FINAL CONSIDERATIONS

As teachers, we must respect the inclusion principle in which the students are entitled to Physical Education as full participation. They must have full access to all the experiences that school provide, differently from the so called traditional model that splits the students into fit and unfit for body practices.

According to the new proposals for Physical Education in High School, its insertion in the field of Languages, Codes and their Technologies, a wide array of ways of acting have come up to the teacher, as a variety of learning processes to be conquered, overcoming barriers and breaking paradigms and representing a rupture with the present scenario.

And the biggest teacher's challenge is to set a plan that is comprehensive and coherent with the objectives of their work. Frequent and regular attendance to physical and sports activities, however diversified, constitute a key factor that makes it possible to get benefits for the students's health and physical condition and the teacher must be aware of the search for diversified and motivating contents in order to met the classes's interests. It is important to remember that in Physical Education there is no more room for repetitive assignments, descontextualized activities, pedagogical inconsequence and lack of theoretical foundation. Acting in the educative practice neglecting the use of theoretical references means to reproduce an intentionally conservative assumption, because this kind of educational practice doesn't have a sustainable background that supports it any more.

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PHYSICAL EDUCATION IN HIGH SCHOOL IN TODAY'S REALITY ABSTRACT

The present study had as a goal to understand the importance of the teaching-learning process and its methods used in the practice of Physical Education and, most of all, how the latter is applied in the school scope as well as its importance in teaching and learning. Physical Education allows the students to put into action all their potential, develop their mental functions, motor coordination, creativity, free expression and sociability and also helps in the cognitive, psychomotor and affective aspects, in which the individual becomes necessary and participates in the entire pedagogical process to be planned by the educator. This study addressed the concept of physical education and how it has been dealt with in schools, the way the sports are viewed from the perspective of the school and how we can address the physical education contents in high school.

Key words: Physical education, educational sport, high school

L'ÉDUCATION PHYSIQUE À L'ÉCOLE SÉCONDAIRE DANS LA RÉALITÉ ACTUELLE RÉSUMÉ

Cette étude a eu pour objectif comprendre l'importance de l'enseignement-apprentissage et ses méthodes utilisés dans la pratique de l'Éducation Physique et, surtout, comme celle-ci est appliquée dans de domaine de l'école et son importance dans l'enseignement et l'apprentissage. L'éducation physique permet à l'élève d'exercer toutes ses potentialités, développer ses fonctions mentales, sa coordination motrice, sa créativité, sa libre expression et sa sociabilité. Elle aide aussi dans les aspects cognitif, affectif et motrice, dans lesquels l'individu devient nécessaire et participatif dans tout le processus à être planifier par l'éducateur. L'étude a abordé le concept d'éducation physique et comme celle-ci est travaillée dans les écoles, aussi bien que la vision du sport dans le domaine scolaire et comment nous pouvons travailler les contenus de l'éducation physique scolaire dans l'enseignement secondaire.

Mots clés: Éducation physique, sport éducationnel, enseignement secondaire.

LA EDUCACIÓN FÍSICA EN LA ESCUELA SECUNDARIA EN LA REALIDAD ACTUAL RESUMEN

El presente estudio tuvo como objetivo comprender la importancia de la enseñanza-aprendizaje y sus métodos utilizados para la educación física y, principalmente, como esta es aplicada en el ámbito escolar y su importancia en la enseñanza y en el aprendizaje. La educación física permite al alumno ejercer todas sus potencialidades, desarrollar sus funciones mentales, su coordinación motora, su creatividad, su libre expresión y sociabilidad y también ayuda en los aspectos cognitivo, psicomotor y afectivo, donde el individuo se torna necesario y participativo en todo el proceso pedagógico a ser planeado por el educador. El estudio abordó el concepto de educación física y como ella ha sido trabajada en las escuelas, además de la visión del deporte en el ámbito escolar y como podemos trabajar los contenidos de la educación física escolar en la enseñanza secundaria.

Palabras claves: educación física, deporte educacional, enseñanza secundaria

A EDUCAÇÃO FÍSICA NO ENSINO MÉDIO NA REALIDADE ATUAL
RESUMO

O presente estudo teve como objetivo compreender a importância do ensino, aprendizagem e seus métodos utilizados para a prática da Educação Física, e principalmente, como ela é aplicada no âmbito escolar e sua importância no ensino e aprendizagem. A educação física permite ao educando exercer todas as suas potencialidades, desenvolve as funções mentais, a coordenação motora, a criatividade, a livre expressão e a sociabilidade, também auxilia no aspecto cognitivo, psicomotor e afetivo onde o indivíduo se torna necessário e participante de todo o processo pedagógico a ser planejado pelo educador. O estudo abordou o conceito de educação física e como ela vem sendo trabalhada nas escolas e a visão do esporte no ambiente escolar e como podemos trabalhar os conteúdos da educação física escolar no ensino médio.

Palavras chave: Educação física, esporte educacional, ensino médio