

45 - THE RESSIGNIFICATION OF AMAZONIAN FOOTBALLISM MEMORY IN SCHOOL PHYSICAL EDUCATION

NILCE CLEIDE RIBEIRO PANTOJA1
 RAIMUNDA NONATA NUNES DA SILVA2

1. Professor of Physical Education at SEDUC-AM. Graduated in Full Degree in Physical Education by the Federal University of Amazonas - CREF 000369G-AM; Specialization in Methodology of Teaching in Physical Education by the State University of Amazonas and Training in School Sport by the University of Brasília.

2. Master in Social Anthropology - PPGAS-Federal University of Amazonas. Sociologist with Registration N ° 0000101-AM. Graduated and graduated in Social Sciences by the Federal University of Amazonas. Director / Theatrical Actress. Reg.0000074. Secretariat of Education and Quality of Teaching-seduc / Manaus, Am, Brazil
 nilcecleide@hotmail.com

doi:10.16887/88.a1.45

Introduction

To break the tradition of uncritical, technician, and elitist physical education, based on a standard income taken from sports performance, to an education in which relevant themes are treated together, contrary to the compartmentalized vision present today in basic education (GUIMARÃES et al, 2007, 158).

We present in this article some reflections related to the anxieties that accompany us during our professional trajectory. Thus the theme proposed in the article on canvas has been object of our practice and theoretical studies in recent years. This study is still very incipient in 2011, and has been improved with alternatives that enrich the didactic-pedagogical dynamics. Given the importance of promoting reflections and actions regarding the reality of school practices, the study in question, elicited from an informal conversation with students to carry out the internal games of the school.

In that direction, I then proposed to the students that I work with the Amazonian Soccer Clubs, but I soon realized that they had little or no reference to the subject matter. In this scenario came the question that guided the problem of this work: What is the understanding, the vision, the perspective that the student has on the Amazonian football memory?

Faced with this framework, aiming to attend and contemplate a neglected theme with the students, because from the pedagogical point of view, there must be on the part of the teachers the factor of "motivation", which provides a motive, that is, encourages the student to want to learn. Let us reflect on this theme, which has been going through historical, cultural and social issues over the last decades.

According to Daolio (2003) that a work with competence will be given respecting the students' cultural heritage, which reveals the influence of society, including the practices of the sports modalities that bring their trajectories, histories and cultural specificities in order to situate the reality for your practice. Hence the fundamental role of the teacher in guiding when and should be precise, in order to meet the needs and difficulties in the interests of the students, this is one of the indispensable conditions to stimulate the motivational level of the student.

However, the present study is justified by the importance of pedagogical practices in the search for themes related to students' cultural daily life in the reality outside school walls, motivating them to want to know in depth phenomena that already experience and instigate them. Providing exchanges of experiences and multiple-order knowledge, allowing students new experiences with transversal themes, where the capture of fragments of the daily community in which the school is inserted; detect student needs, reassess pedagogical actions, identify priorities and reflect on strengths, weaknesses, possibilities and limits.

In this perspective, following Vago (1999), I understand the school as a dynamic space, open to change and where new possibilities of life are invented. And it is in this environment that as a physical education teacher, I present in addition to the content already traditionally worked on in Physical Education classes, a praxis of real contact with the daily life of students and the community, to contemplate the initial question in a playful way, which times, but that is the background of the memory of the Amazonian footballer.

Building Tools

The choice of a participatory methodological approach is not an easy task. It is difficult for the teacher to gain confidence, to participate, to put herself as another element of research and, together with the students, to seek new ways to resignify a social legacy. From this perspective in the first meetings with the students the strategy of reflecting the situation of the Amazonian football memory was adopted. For that I used material collected in the collection and discussed this reality with the students. This moment served for the students to know and begin to understand the relevance of the theme.

Following this action were directed dynamics that pointed to autonomous / cooperative thinking / acting, aiming at transforming the students into active subjects in their learning process allowing free and spontaneous participation. At that moment I requested that the groups form five teams that would be distributed as follows: panel, flag, anthem, mascot and crowd. The teams were formed and the students dialogued to follow up on the research on soccer clubs, to define functions and to organize the list of necessary material to carry on the work.

The study was carried out at the premises of the Altair Severiano Nunes State School located at Rua Altair Nunes, s / n ° Conj. Eldorado - Bairro Dez de Novembro Park, Manaus-Am. It is noteworthy that from the second week on the classroom productions there was a commitment that the teams, already organized, write their reports about the difficulties, the sharing in the conviviality with the colleagues and the understanding on the Amazonian football memory. The reports are relevant because it demonstrates the simplicity of the expressions, the importance of the work addressed as a means of facilitating the interactions between the students in overcoming the difficulties of interpersonal relationship, also making it possible to broaden their cultural framework.

Once all these steps have been overcome, it is possible to perceive that there are several uses of the cultural dimension in Physical Education, and it is possible to carry out other studies that can understand the nuances in how we organize ourselves to live in society, the role of social institutions, we create and recreate. The socialization found during the execution of

the study had its culmination in the block of the school through the parade of opening and beginning of the interclasses games titled: The great Soccer Clubs of the Amazon.

At that moment the protagonists of the event were able to present the school community, parents and teachers the result of all their educational know-how, thus demonstrating their learning, their skills and mainly the acceptance of the other saying not the difference of gender / ethnic / racial.

Crossing Diversities

The experiences resulting from this study were important gains in several areas of pedagogical practice favoring the study of Portuguese language, history, geography, mathematics and arts through the various activities developed during the construction of this study. For in taking back values that privilege the collective over the individual, with explicit manifestations of inclusion, seeking the commitment of cooperation, the interaction of understanding that sports practice is done together, showing that it is an action with the partners and not with the opponents.

Reinforcing this conception, the study has become an essential pedagogical tool for the students' awareness of the reception and inclusion of the Haitian immigrant student. Given the support given to the teacher in the choice of the Haitian colleague to be the juramentista in the opening of the event. For in a country with the second largest black population in the world education has a history marked by racial differences. The consideration of this exclusionary character of schools should be the starting point of all actions that aim at pedagogical practice that respects diversity.

Faced with this picture I perceive the scope of the study to depart from the reductionist view of sport in Physical Education classes, only in competitions, always pointing to aptitude as a form of selection. By pointing out a vision outside this competitive environment, where sport is a possibility of Physical Education content in the school environment. I am concerned to change this view; it is not intended to eliminate income and competition, but to demonstrate the possibility of developing them in a perspective of the necessary income, that is, a pedagogical practice capable of surpassing social expectations, valuing only what the individual produces or is capable of yielding, respecting their limitations (KUNZ, 2001).

In this sense, it is up to us, as Physical Education teachers, to give importance to the link between students' interests and the cultural link that unites them, such as history, habits, customs and traditions, marking these cultural aspects inserted in a society, enabling and enabling these same students their insertions as citizens. These aspects can serve as fundamental tools to encourage projects, such as continuing education, providing debates, discussions and reflections. Regarding my role as teacher in the articulation of the study, I realize that the starting point with a contextualized analysis of the contents and with theoretical arguments supported the decisions regarding problematization and the search for solutions, so that the students were encouraged to act as active subjects of important practices in their daily school life.

The great challenge facing this assumption is how best to interweave the teaching-learning process, involving the efficient professionals and the formation of human beings in solidarity. According to Morin (2000) "... individual / society / species are not only inseparable, but co-producers of each other" (Morin, 2000, p. 105). That is why it is extremely necessary that our pedagogical practice as a physical education teacher can move to the idea of education as a practice of freedom, in which respect for differences and diversities is observed, since all are different / different from each other.

The Guise of Final Thoughts

To reassign the Amazonian football memory and later to give it meaning of a socio-cultural memory is to describe the demands of a social cut. In this way, it is understood that it is extremely important to give relevance to the research / studies and interventions that provoke in the student the perception that Physical Education can be experienced in processes coming from outside the school culture that will influence our practices within the school.

In this way the path towards the development of the physical, affective, cognitive, cultural and social potential of each student, also, the search to establish the nexus and to mediate the situations of conflicts that arise from the interaction of the students with the social environment and cultural changes that are reflected in the classroom, provoking an environment of reflection, exchanges and decisions overcoming the problem situations, is a challenge that makes us grow as a human being and as a teacher.

However, for this to really materialize, it is not up to the teacher to reinvent the role of Physical Education, but rather to enable conditions when planning their classes, to think about the choice of themes and contents based on coherent theoretical foundations that allow them to experiment and reflect on construction of more meaningful practices to the students who carry out the pedagogical actions. Another important fact is to realize that the objectives of Physical Education classes are not simply to propose recreational and play activities, but rather to perceive problematic and conflicting situations among students seeking alternatives that enrich the curricular program, motivate, surprise, create an expectation around of classes.

In general, at the end of these reflections we show that the study was very productive, but it is certain that some gaps are always left to foster new discussions about the values that should be transmitted to the students, in the pedagogical work that favors an education based on assumptions such as: cooperation, friendship, equal rights, inclusion, autonomy and participation, based on a conscientious and conscientious ethics.

Certainly there are still many limitations, not all problems can be solved and many factors are independent of my actions, but we must consider the importance of a joint action in the field of vocational training of Physical Education teachers who work in public schools, since the school is a main vehicle of the vision of the world in the formation of the student based on a teaching-learning based on the understanding, clarification and understanding of the differences.

This study, will now enter a new phase, but always intending to contribute to the support of the Amazonian football memory, since it allows us to affirm the relevance of the same as it confers to be another tool that can contribute to the reflection on the pedagogical-didactic actions of the Physical Education at the interface with interdisciplinary contents, thus broadening the scope of both knowledge in the school context and providing a way for the construction of a Critical Education, committed to the challenges outside the school.

Anyway, it seems to me that the reflections here present open the way for several other issues to be worked out. The arguments I have used are tools to raise possible questions to reflect the pedagogical practice of Physical Education

References

- DAOLIO, J. Culture: physical education and soccer. Campinas: Publisher of Unicamp, 2003.
- GUIMARÃES, S. S. M. et al. Physical education in high school and environmental discussions: a necessary meeting. *Revista Brasileira de Ciências do Esporte*, Campinas, v. 28, n. 3, p. 7-218, May 2007.
- Morin, Edgar. The seven knowledges necessary for the education of the future. São Paulo: Cortez, 2000.
- KUNZ, E. Didactic-pedagogical transformation of sport. 4. ed. Ijuí: Unijuí, 2001.

VAGO, T. M. Intervention and knowledge in school: by a school culture of Physical Education. In: GOELLNER, S. V. Physical education / sports sciences: intervention and knowledge. Florianópolis: CBCE, 1999.

THE RESSIGNIFICATION OF AMAZONIAN FOOTBALLISM MEMORY IN SCHOOL PHYSICAL EDUCATION

This article describes the study carried out in a public school in the city of Manaus - Amazonas, with a priority being given to the Amazonian football memory. This study is part of the effort to develop alternatives that enrich the didactic-pedagogical dynamics of Physical Education. It was used the participatory methodological aspect, where actions for autonomous and cooperative thinking / acting, aimed to transform the students into active subjects in their learning process, allowing free and spontaneous participation. The results obtained indicate that the study was very productive, but it is true that some gaps remain to encourage new discussions about the relationship between knowledge, experiences, how to express, learn, socialize and cooperate in school. I do not intend in any way to present an account of a closed experience, since as a teacher I locate in my didactic trajectory a liberating education, based on rethinking the unidimensionality of knowledge, thus broadening the scope of knowledge in the school context.

Key-words: Physical Education, Soccer Memory, Pedagogical Practice

LA RESSIGNIFICATION DE LA MÉMOIRE DE FOOTBALLISME AMAZONIEN DANS L'ÉDUCATION PHYSIQUE SCOLAIRE.

Cet article décrit l'étude réalisée dans une école publique de la ville de Manaus - Amazonas, en accordant la priorité à la mémoire du football amazonien. Cette étude fait partie de l'effort de développer des alternatives qui enrichissent la dynamique didactique-pédagogique de l'éducation physique. Il a été utilisé l'aspect méthodologique participatif, où les actions pour la pensée / action autonome et coopérative, visant à transformer les étudiants en sujets actifs dans leur processus d'apprentissage. Les résultats obtenus indiquent que l'étude a été très productive, mais il reste des lacunes pour encourager de nouvelles discussions sur la relation entre savoir, expériences, comment exprimer, apprendre, socialiser et coopérer à l'école. Je n'ai nullement l'intention de présenter un récit d'expérience fermée, car en tant que professeur je situe dans ma trajectoire didactique une éducation libératrice, basée sur la repensée de l'unidimensionnalité du savoir, élargissant ainsi la portée du savoir dans le contexte scolaire.

Mots clés: Éducation Physique, Mémoire de Football, Pratique Pédagogique

LA RESIGNIFICACIÓN DE LA MEMORIA FÚTBOLÍSTICA AMAZONENSE EN LA EDUCACIÓN FÍSICA ESCOLAR.

El presente artículo describe el estudio realizado en una escuela pública en la ciudad de Manaus-Amazonas, siendo priorizado una mirada sobre la memoria futbolística amazónica. Este estudio se inscribe en el esfuerzo por desarrollar alternativas que enriquezcan la dinámica didáctica-pedagógica de la Educación Física. Se utilizó la vertiente metodológica participativa, donde acciones para el pensar / actuar autónomo y cooperativo, objetivó transformar a los alumnos en sujetos actantes en su proceso de aprendizaje posibilitando la libre y espontánea participación. Los resultados obtenidos apuntan que el estudio fue muy productivo, pero es cierto que algunas lagunas siempre quedan para que puedan fomentar nuevas discusiones sobre la relación entre conocimiento, vivencia de experiencias, como expresar, aprender, socializar y cooperar, en el espacio escolar. no pretendo en modo alguno presentar un relato de una experiencia encerrada, ya que, como profesora, localizo en mi trayectoria didáctica una educación liberadora, pautada en el repensar la unidimensionalidad del saber, ampliando así el alcance de conocimientos en el contexto escolar.

Palabras clave: Palabras claves: Educación Física, Memoria Fútbol, Práctica Pedagógica.

ARESSIGNIFICAÇÃO DA MEMÓRIA FUTEBOLÍSTICA AMAZONENSE NA EDUCAÇÃO FÍSICA ESCOLAR.

O presente artigo descreve o estudo realizado em uma escola pública na cidade de Manaus-Amazonas, sendo priorizado um olhar sobre a memória futebolística amazonense. Este estudo se inscreve no esforço por desenvolver alternativas que enriqueçam a dinâmica didático-pedagógica da Educação Física. Utilizou-se a vertente metodológica participativa, onde ações para o pensar/agir autônomo e cooperativo, objetivou transformar os alunos em sujeitos atuantes no seu processo de aprendizagem possibilitando a livre e espontânea participação. Os resultados obtidos apontam que o estudo foi muito produtivo, mas é certo que algumas lacunas sempre ficam para que possam fomentar novas discussões sobre a relação entre conhecimento, vivencia de experiências, como expressar, aprender, socializar e cooperar, no espaço escolar. Contudo não pretendo, de forma alguma, apresentar um relato de uma experiência encerrada, visto que como profesora, localizo na minha trajetória didática uma educação libertadora, pautada no repensar a unidimensionalidade do saber, ampliando assim a abrangência de conhecimentos no contexto escolar.

Palavras chaves: Educação Física, Memória Futebolística, Prática Pedagógica

Nilce Cleide Ribeiro Pantoja
Rua Marquesa de Santos, 132 A - Bairro Coroadó 1,
Manaus, AM, CEP: 69080-000