

59 - PHYSICAL EDUCATION AND ENVIRONMENTAL EDUCATION: IMPORTANCE AND DIFFICULTIES FOUND BY TEACHERS IN THE CLASSROOM APPROACH

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INTRODUCTION

Environmental Education has been an important component for rethinking the theories and practices that underlie educational actions, which in the formal and informal contexts must be interdisciplinary, oriented towards solving the problems facing the local reality, adapting them to the target audience and the reality of them, since environmental problems according to Dias (2004) must be understood first in their local context, and then be understood in their global context.

Environmental education gained notoriety with the enactment of Law 9,795 of April 27, 1999, which instituted a National Environmental Education Policy and, through it, it was established the obligation of Environmental Education at all levels of formal education of Brazilian education. Law 9.765 / 99 needs to be mentioned as an important landmark in the history of environmental education in Brazil, because it resulted from a long process of interlocution between environmentalists, educators and governments (BRASIL, 1999).

In Brazil, the National Curricular Parameters (NCPs) guide educational practices aimed at the implementation of EE in education. In this context, EA is inserted within the environmental theme in a transversal way, arguing that the issue of cross-cutting themes crosses different fields of knowledge (BRASIL, 1998). NCPs state that environmental issues must be addressed in a continuous, systematic, comprehensive and integrated manner and not as areas or disciplines. This is explained by the fact that the study of the theme of the Environment refers to the need to use knowledge related to several areas of knowledge (BRASIL, 1998).

Environmental Education is an education that aims to work on environmental issues locally and globally, and should be linked to all disciplines of basic education, understanding that ecology is not the only science that must be exploited for the conservation of the planet, in addition to this science, there are other sciences for organizing and planning sustainable environmental development both locally and globally, it is necessary that these sciences are always agglutinated.

As can be seen, most authors agree with the idea that EA should be worked from a cross-cutting and interdisciplinary perspective. Oliveira (2007) has a similar position in affirming that no one else dares to propose EA as another discipline of the school curriculum, much less to imagine it being developed by a single teacher. However, this consensus exists only in environmental experts, such as environmentalists and academic teachers, and among teachers of basic education, the question still persists.

Increasingly, it is imperative to educate and re-educate continuously, under and in the dictates of this "globalized culture" that has invaded the entire planet as humanity. "Globalized culture" is the expression that contains the diversity of everything and everyone in the unity of the limits of the world (FERREIRA, 2006 p.31). It is understood that Environmental Education is an education that promotes agglutination of the cultural fragments of society

The school is a privileged space to establish connections and information, as one of the possibilities to create conditions and alternatives that stimulate the students to have conceptions and postures citizens, aware of their responsibilities and, mainly, to perceive themselves as members of the environment. And in the school environment, physical education classes, because it is a discipline where teachers are more closely involved with students, can perfectly contribute to environmental education.

The Physical Education is inserted in the school curriculum and along with the other disciplines seeks to achieve the integral development of the student. The Physical Education teacher also plays a key role in achieving this goal, as it is usually during class that students can demonstrate their frustrations, their joys and their restlessness. Thus, the Physical Education teacher must be effectively involved with Developmental Education in all school cycles, since it encourages the unique characteristics of the individual without necessarily depending on the age (KAEFER, ASSIS, 2008, SAYÃO, 2008).

In view of the above, the objective of this study was to investigate whether physical education has addressed environmental education in primary schools in public schools in Piauí - Brazil.

METHODOLOGY

We chose to carry out a qualitative descriptive research. Where the empirical field adopted in this work were teachers of Physical Education, of some municipalities of the state of Piauí. The sample used in this research is composed of five Physical Education teachers who develop their activities in municipal schools in cities with less than fifteen thousand inhabitants and in Teresina (capital) in a suburban neighborhood, because small communities are assumed to live in an environment less affected by problems of environmental degradation, so the result of awareness would be better used in order to avoid certain habits harmful to my environment.

These teachers teach classes for Primary Education in the morning. For the elaboration of this work we opted for a free interview and a questionnaire as an instrument for collecting information, which consists of a means of collecting data in writing, where the subjects surveyed provide information through answers to pre-established questions, and a free one where the interviewer can feel the emotions and the body language of the interviewee. The first method the teacher takes the questionnaire to answer, then the delivery is interviewed for 5 minutes or more if he wants. This questionnaire consisted of five questions. This made it possible to reach the research sample in its entirety, where it was possible to identify the main difficulties that the Physical Education teacher faces in the teaching-learning process of the students of the municipal teaching network in these cities of the state of Piauí and their influence on school work related to the environment.

In this way, the questionnaire made it possible to answer the questions at a time when the teachers considered it more convenient. The data analysis of this research comprises the presentation and appreciation of the set of information obtained

through the questions

RESULTS AND DISCUSSION

In addressing the questions raised in the questionnaire, most teachers cited that one of the substantial difficulties in addressing Physical Education and Environmental Education in tune is the lack of a structure. The responses in this sense were all the more present, the worse were the conditions of the school when it came to the physical structure and if in case it needed to move from the school to another environment, it does not have transportation available mainly at the time the classes are taught. In this context it is undeniable to assume that the school space is an important factor in the development of Physical Education classes, since it modulates content and may eventually prevent certain practices from being performed.

In addition, other difficulties presented are that, although teachers are "able" to teach and unite Physical Education to Environmental Education, there are always requirements on the part of the school administration and that it does not provide the material resources for such requirements. The lack of necessary training within the area of Environmental Education so that the Physical Education teacher can teach classes with more safety is another difficulty. The lack of adequate materials that in turn or the school does not have, or else the direction of the school does not leave the teacher and student's disposition, was another difficulty presented. This picture is more serious in public schools, revealing a certain devaluation of Physical Education in the context of these educational institutions. But as far as possible, the teacher seeks to use all appropriate resources.

Figure 01: response to the questionnaire and summary of the difficulties encountered

PROFESSOR(A)	PERGUNTA	PRINCIPAIS DIFICULDADES
A	Você vê importância na Educação Física promover a conscientização ambiental?	Sim (80%) mais falta mais informação e materiais adequados, espaço físico, e financiamento de projetos.
B	Há sintonia das mesmas para suprir à necessidade no que diz respeito às adversidades?	Não (80%) A falta de estrutura, materiais e resistência dos alunos quanto ao tema, desmotiva o processo.
C	A saúde como um todo também é relacionada ao meio ambiente?	Sim (100%) Mas a falta preparação do professor no decorrer da formação.
D	A busca pela qualidade de vida e a boa saúde, relacionada ao meio em que vivemos e como fazemos o uso do mesmo é prioridade nas aulas de educação física na escola?	Não (100%) Resistência dos alunos quanto a alguns assuntos que eles acham que não são necessários nas aulas de educação física.
E	Mostrar aos alunos a importância das atividades físicas serem feitas em um ambiente saudável e higiênico possui interesse?	Não (100%) Falta de interesse dos alunos quanto ao assunto nas aulas de Educação Física.

Fonte: Professores de Educação Física de escolas municipais e estaduais de algumas cidades do Piauí.

Finally, a difficulty highlighted by the interviewees is related to the students' resistance to activities that are not what they are accustomed to, as a rule they are linked to sports practices. In this context, teachers affirm that they have great difficulty in constructing alternatives to overcome this situation and, in general, they end up restricting their classes to those activities that meet the students' "taste", where it is restricted to the small diversity of activities. To circumvent it, they point out the application of other methodologies, for example: recycling a petite bottle, transforming it into a playful instrument, recycling paper in the form of "sports balls", etc. This is a form that seeks to more effectively motivate students to attend classes. There is, moreover, the report of teachers who use the evaluation as imposition of sentence, forcing the students to participate in the class to obtain a certain score. Not to mention the resistance of some parents to accept some situations, how to move to other environments, to carry out the activities in a more pleasant and more diversified way, thus seeking a better use of the student in class.

When questioned about how they deal with this situation, teachers reported the application of different alternatives, not always coherent from a curricular or didactic-pedagogical point of view. But it is worth mentioning that all the strategies pointed out aim at an immediate solution of these restrictions and in this way reveal the interest of the Teachers in achieving success during the classes.

There was a time when Physical Education was understood as mere activity, the fashion was to practice physical activity for health well-being or for the development of sports practice and that Environmental Education was only a restricted discipline in recycling and not throw garbage on the streets, etc. There is difficulty in recognizing the importance of Physical Education together with Environmental Education in the development of the teaching of children's learning in these schools. Thus, it is noticed that the teacher teaches the students Physical Education related to various diversities and that many of these are present in the Environment. The search for awareness that it is important to relate Physical Education with Environmental Education within the classroom helps students develop their understanding, skills and motivation to acquire values, mentalities and attitudes necessary to deal with issues of environmental problems and especially the health.

FINAL CONSIDERATIONS

The study showed the difficulties encountered for the Physical Education classes together with Environmental Education, and were demonstrated by these teachers in their answers. Therefore, to change this situation is necessary and of utmost importance, the continuous formation of the teachers and improvements in the infrastructure for the realization of the classes, and mainly support and engagement of the school as a whole. It is suggested with this study that other research in other schools of different social level to compare the results, and improvements in the graduate training curricula in that subject.





Photos of a teacher's job teaching recycling and encouraging selective collection

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PHYSICAL EDUCATION AND ENVIRONMENTAL EDUCATION: IMPORTANCE AND DIFFICULTIES FOUND BY TEACHERS IN THE CLASSROOM APPROACH.

This study is a qualitative descriptive research with five municipal public schools of cities with less than fifteen thousand inhabitants in the state of Piauí - Brazil, the objective is to investigate how physical education has approached environmental education in Primary School. One teacher from each school was interviewed and answered a questionnaire. This allowed to reach the research sample in its entirety, where it was possible to identify the main difficulties that the Physical Education teacher faces in the teaching-learning process in cross-cutting themes. The study showed that these difficulties encountered for the Physical Education classes together with Environmental Education were recurrent in the sample by all these teachers in their answers: that the teacher is aware of the importance of Environmental Education for these students; that teachers need training in the area, that financial or material support from the school is non-existent; that the student does not see importance or motivation to receive this information; that little family helps in reinforcement at home. Although the teachers have the awareness with the students that the playful and environmental education can be carried out concomitantly the lack of pedagogical resources or disinformation of the teachers undermine this process, and that they lack ideas and strategies of teaching within the area of Physical Education related to Environmental Education. Another failure noted during the visits to these schools is that physical education is isolated within the school, mainly from biology that does not support initiatives of this kind. We conclude, based on the results found that for physical education to contribute effectively to environmental education, however, it is necessary, a continuous training of teachers, improvements in the infrastructure for the realization of classes and mainly support and engagement of the school and of the family as a whole.

KEYWORDS: physical education, environmental education, teachers.

MOTS-CLÉS: ÉDUCATION PHYSIQUE, ÉDUCATION ENVIRONNEMENTALE, ENSEIGNANTS.

Cette étude est une évaluation qualitative de la recherche descriptive avec cinq écoles publiques dans les villes de moins de quinze mille habitants dans l'état de Piauí - Brésil, l'objectif est d'enquêter sur la façon dont l'éducation physique a abordé l'environnement éducatif dans les écoles d'enseignement primaire Major. Un enseignant de chaque école a été interviewé et a répondu à un questionnaire. Cela a permis d'atteindre l'échantillon de la recherche dans son intégralité, où il a été possible d'identifier les principales difficultés auxquelles le professeur d'éducation physique est confronté dans le processus d'enseignement-apprentissage dans des thèmes transversaux. L'étude a montré que ces difficultés pour mener à bien les cours d'éducation physique ainsi que l'éducation environnementale sont récurrents dans l'échantillon pour tous ces enseignants dans leurs réponses: l'enseignant est conscient de l'importance de l'éducation environnementale pour ces étudiants; que les enseignants ont besoin d'une formation dans la région, que le soutien financier ou matériel de l'école est inexistant; que l'étudiant ne voit pas d'importance ou de motivation pour recevoir cette information; cette petite famille aide au renforcement à la maison. Bien que les enseignants ont conscience des élèves le plaisir et l'éducation environnementale peut être tenue en même temps que le manque de ressources pédagogiques ou les enseignants de désinformation désorganisent ce processus, et manque d'idées et de stratégies d'enseignement dans le domaine de l'éducation physique liée à l'éducation environnementale. Un autre échec constaté lors des visites dans ces écoles est que l'éducation physique est isolée au sein de l'école, principalement à cause de la biologie qui ne soutient pas les initiatives de ce type. Nous concluons, à partir de ces résultats que pour l'éducation physique à contribuer efficacement à l'éducation environnementale, cependant, il est nécessaire, la formation continue des enseignants,

l'amélioration des infrastructures pour donner des cours et vise surtout à soutenir et à l'engagement scolaire et de la famille dans son ensemble.

MOTS-CLÉS: éducation physique, éducation environnementale, enseignants.

EDUCACIÓN FÍSICA Y EDUCACIÓN AMBIENTAL: IMPORTANCIA Y DIFICULTADES ENCONTRADAS POR PROFESORES EN EL ENFOQUE EN SALA DE CLASE.

Este estudio es una investigación descriptiva de carácter cualitativo con cinco escuelas públicas municipales de ciudades con menos de quince mil habitantes en el estado de Piauí - Brasil, el objetivo es investigar cómo la educación física ha abordado la educación ambiental en las escuelas Enseñanza Fundamental Mayor. Un profesor de cada escuela fue entrevistado y contestó un cuestionario. Este posibilitó alcanzar la muestra de la investigación en su totalidad, donde fue posible identificar las principales dificultades que el profesor de Educación Física enfrenta en el proceso de enseñanza-aprendizaje en temas transversales. El estudio mostró que estas dificultades encontradas para la realización de las clases de Educación Física junto con la Educación Ambiental fueron recurrentes en la muestra por todos estos profesores en sus respuestas: que el profesor tiene conciencia de la importancia de la Educación Ambiental para esos alumnos; que los profesores necesitan capacitación en el área, que el apoyo financiero o de material de la escuela es inexistente; que el alumno no ve importancia o motivación para recibir esas informaciones; que la familia poco ayuda en el refuerzo en casa. A pesar de que los profesores tienen la concientización con los alumnos que el lúdico y educación ambiental pueden ser realizados concomitantemente la falta de recursos pedagógicos o desinformación de los profesores perjudican ese proceso, y que faltan ideas y estrategias de enseñanza dentro del área de la Educación Física relacionada a la Educación Ambiental. Otra falta notada durante las visitas en esas escuelas es que la educación física es aislada dentro de la escuela, principalmente, de la biología que no apoya iniciativas de ese género. Concluimos, con base en los resultados encontrados que para la educación física contribuir de forma eficaz con la educación ambiental, sin embargo, se hace necesario, una formación continuada de los profesores, mejoras en la infraestructura para la realización de las clases y principalmente apoyo y compromiso de la escuela y, de la familia como un todo.

PALABRAS CLAVES: educación física, educación ambiental, profesores.

EDUCAÇÃO FÍSICA E EDUCAÇÃO AMBIENTAL: IMPORTÂNCIA E DIFICULDADES ENCONTRADAS POR PROFESSORES NA ABORDAGEM EM SALA DE AULA.

Este estudo é uma pesquisa descritiva de caráter qualitativo com cinco escolas públicas municipais de cidades com menos de quinze mil habitantes no estado do Piauí - Brasil, o objetivo é investigar como a educação física tem abordado a educação ambiental nas escolas Ensino Fundamental Maior. Um professor de cada escola foi entrevistado e respondeu um questionário. Este possibilitou atingir a amostra da pesquisa em sua totalidade, onde foi possível identificarmos as principais dificuldades que o professor de Educação Física enfrenta no processo de ensino-aprendizagem em temas transversais. O estudo mostrou que essas dificuldades encontradas para a realização das aulas de Educação Física juntamente com a Educação Ambiental foram recorrentes na amostra por todos esses professores em suas respostas: que o professor tem consciência da importância da Educação Ambiental para esses alunos; que os professores necessitam de capacitação na área, que o apoio financeiro ou de material da escola é inexistente; que o aluno não vê importância ou motivação para receber essas informações; que a família pouco ajuda no reforço em casa. Apesar dos professores terem a conscientização com os alunos que o lúdico e educação ambiental podem serem realizadas concomitantemente a falta de recursos pedagógicos ou desinformação dos professores prejudicam esse processo, e que faltam ideias e estratégias de ensino dentro da área da Educação Física relacionada à Educação Ambiental. Outra falha notada durante as visitas nessas escolas é que a educação física é isolada dentro da escola, principalmente, da biologia que não oferece suporte a iniciativas desse gênero. Concluimos, com base nos resultados encontrados que para a educação física contribuir de forma eficaz com a educação ambiental, porém, faz-se necessário, uma formação continuada dos professores, melhorias na infraestrutura para a realização das aulas e principalmente apoio e engajamento da escola e da família como um todo.

PALAVRAS-CHAVES: educação física, educação ambiental, professores