

81 - EVALUATION PROCESSES IN SCHOOL PHYSICAL EDUCATION: THEORETICAL-METHODOLOGICAL ASPECTS

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INTRODUCTION

In the context of education, the theoretical references that discuss evaluation do not imply unity of form and thought, which will say, when the view points to areas whose productions on the subject are somewhat incipient, as is the case of physical education in Brazil.

In view of the initial considerations, given the circumstances and the purpose for which this text was constructed, we approach the subject of evaluative processes based on contemporary debate in education, extending to school physical education in relation to some of its pedagogical tendencies. For this, initially, a brief introduction is proposed on the subject; then dialogue with the connected thinking in the field of evaluation education and finally, some pedagogical tendencies of the physical education and its ideas of school evaluation are approached.

METHODOLOGY

In this study, a bibliographic review was carried out by subject. References, works and periodicals published between the years of 1972 and 2016, consulted in the Library of the Academic Center of Vitória of the Federal University of Pernambuco (UFPE) were used as references. The subject descriptors used for the research were: education; evaluation; teaching methodologies; school physical education.

EVALUATION PROCESSES IN SCHOOL PHYSICAL EDUCATION

There are relevant interlinkages between the evaluation phenomenon and the field of education. To start some reflections about them, Barlow (2006) is particularly used when asking: to evaluate what? Evaluate what do you want to do? The answers are not simple, because each of the readers and teachers would have much to say characterizing possibilities. Therefore, it is not the intention to respond forcefully to these questions, perhaps, at best, to take them as a meditation of the teaching practice and also to interpret them as a point of dialogue with other authors it is also point out considerations about this pedagogical act (Freire, 1997).

When the subject is evaluation what Libanja (1994) says is that the task is complex and does not stick to the mere accomplishment of tests and the attribution of notes. It also says that the action of evaluating is not obscured by numerical data, one must also consider the qualitative possibilities that comprise it. It contemplates that the evaluation process fulfills pedagogical-didactic functions of diagnosis and control, using for this, instruments of verification of the school performance.

Still, according to Libâneo (1994), the evaluation process in our schools is often criticized because it is limited to the control function, through which only a quantitative classification of the student is promoted in relation to the grades he will receive from a proof. This is not to say that the quantification procedure is wrong, even though one can extract from each alternative the potential for the construction of evaluative processes. Finally, a unique perception of evaluation consists in considering the relationship between quantitative and qualitative aspects.

Although the contributions of educational schools who seek to broaden their reflections through their instruments are acknowledged, there are also those who consider the evaluative action by the simple act of ascertaining, measuring and, in this sense, says Zabala (1998), that many for this task at school think exclusively of the results obtained by the students and despite what can be said of this way of conceiving, one can not forget: it is something real.

Finally, what constitutes this phenomenon that we so much call in our daily practices of evaluation? It is understood that, to frame it in a single definition is bold, since it does not refer to something simple. Even so, the references are searched and one of them falls on Luckesi (2011), who says that the evaluation is "a qualitative appreciation of relevant data of the teaching-learning process" and that is intended to base the pedagogical work in the school.

At the different stages of school life it has become customary to meet the needs of verifying, qualifying and appreciating qualitatively, and it is these questions that comprise the task of evaluation. The process of school evaluation involves at least three functions: pedagogical didactics, diagnosis and control, which requires thinking and accepting that there is a root that extends to other spheres (LIBÂNEO, 1994).

Looking at these three functions and at the evaluation tasks mentioned above, it is possible to consider that this social process is part of the scenario and practices that are carried out in school physical education when the focus is evaluation.

From a procedural point of view, the field of knowledge of physical education and the discipline itself underwent several modifications, both in its theoretical methodological foundations, in the constitution of its contents and in the way of thinking of the evaluation process.

In the long duration of our social and educational history, the effort of physical education scholars who seek and seek to develop methodological alternatives whose concern, among other things, invokes the legitimacy and permanence of the discipline within the school is notorious. These conceptions, without distinction, are marked by political and ideological interests, and among its characteristics is the development of a process of teaching learning that influences the forms of evaluation and is influenced by it.

It is said by Oliveira (1997) that the methodological aspects that involve physical education do not differ substantially from other areas of knowledge. The search for a methodological strategy that can meet the new educational needs is a constant. Teaching comes historically, seeking to organize means and forms that are put into practice to meet the educational demands

and the evaluation is one of them.

The fact is that physical education does not stick to a single vision of school and teaching and therefore the evaluation processes within it, not only in it, denote complexity, diversity of social actors and conceptions that affect the way of evaluating. According to Darido & Rangel (2015) and Martins (2002), contemporary school physical education encompasses several pedagogical tendencies, such as emergent, developmental, sports, renewed health and National Curricular Parameters (NCPs), some of which are cited.

In this scenario described by Darido & Rangel (2015), some people question one way or another to think and evaluate, but through these looks and criticisms there is a social figuration that translates discipline and what is evaluated in it.

Independently if the instruments of evaluation emphasize: the order, the constitution of perfect bodies and apt to the work; if it is directed to the perfect execution of the movement; or emphasizing the criticality, the contextualization of actions and the culture of the subjects, the fact is that we are faced with a complexity that distinguishes the real world and more, that they are part of the scenario and exercise their social representation within the school context.

SCHOOL PHYSICAL EDUCATION AND EVALUATION

Regardless of the age and society in which we find ourselves, discussions about school evaluation demonstrate selective and classificatory characteristics, causing damage to learning subjects and, one of them, is the process of social exclusion. For these and other Perrenoud (1999), it has been that traditionally the evaluation in the school environment has turned to the mere classification of students, giving them labels of better and worse.

This classificatory practice seems to discourage those who do not fit the "frame" that is proper to this perspective and the result is that many leave school because they feel excluded and, in this sense, the models of evaluation and classification follow a pattern aimed at social reproduction (BOURDIEU, 1992).

The evaluation processes in the sportivist perspective prevailed as instruments to the measurement, the performance of the physical capacities, the motor skills and, in some situations, the anthropometric measures (DARIDO & RANGEL, 2015). What is perceived is that the sportivist tendency reveals the central interest in the dimension of the physical capacities, being, therefore, the references to evaluate the student in the school.

But there are those who contest this criticism saying that little is said about the transformations that affected the sports field in the contemporary world and that focuses on the way of thinking about.

An example is what Caldas (2014) says, that such perspective, nowadays with its renewals, emphasizes discussions and discoveries related to aspects such as cognitive processes, stimulus-subject-environment interaction, declaratory and procedural tactical knowledge and that in this sense it seems extend the possibilities not only of teaching sports, but also learning itself in a broader sense.

In contemporary Luckesi (2011), says that the evaluation practice should aim to diagnose errors in learning with the intention of promoting improvements in knowledge construction.

Libâneo (1994), states that the most common actions in the evaluation are to take it only with the act of applying tests, distributing notes and classifying students, which characterizes a methodological reductionism through which teachers reduce the evaluation action by limiting the memorization of the contents, and the note, as a control instrument. One of the criticisms of this perspective is that evaluation here works much more like punishment to the students, than as way that widens horizons, perhaps, by disregarding other possibilities.

Demo (2010), informs that contrary to what many people say, the evaluation is performed to classify, which always seeks to compare, being this a retrograde vision. That is, different from denying its classificatory character, it would be better to discuss the methodological and pedagogical reasons of classification and to rethink its eventual risks. This possibility reveals differences in the way of thinking the task of evaluating.

The classificatory and authoritarian model is a characteristic of our society and is influenced by education and its evaluative context, which, among other things, aims to control individuals within an established social parameter (LUCKESI, 2011).

According to Hoffmann (2005), the evaluation of classificatory and bureaucratic nature evidences discontinuity, segmentation and fragmentation of knowledge. It considers that the evaluation is of fundamental importance for the education, but an error is to detach it from the context of problematization and reflection that it exerts before the school learning. In these terms, it is up to the teacher at any moment to evaluate the pedagogical actions, to problematize their actions in order to broaden and improve the possibilities of learning and of the evaluative act itself.

The social use of the task of evaluating has changed over time and in a different direction from the traditional one, to the critical view, which he says to proceed in a contextualized way. In this sense, according to Vasconcello (2007), the evaluation constitutes a significant process of human existence with the objective of identifying advances, resistances and difficulties. And it is from these points that improvements can be made in making decisions about what to do to overcome difficulties in learning.

Still with regard to the critical view, it is emphasized in relation to the students that the evaluation should show what aspects should be changed and at what point should be given more attention and also that the evaluation constitutes a mediator object for the learning of students, seeking, whenever possible, to facilitate the construction of knowledge.

These and other questions are problematized by Hoffman (2005), when he says that in this process mediation takes place when the teacher tries to understand how the student organizes his comprehension and when the gaze of both crosses and fuses as real subjects of the differences in ways of knowing and existing.

However, according to Libâneo (1994), evaluation is a didactic activity essential to pedagogical practice and that must accompany learning teaching in everyday life. The results obtained through the evaluation should be compared with the objectives outlined, in order to verify progress and difficulties and to be able to reorient the proposed work.

In view of these observations and propositions, it seems that the evaluative value is not only linked in quantitatively determining the students' grade. Reasoning, once again in Demo (2010), that nothing prevents this also be part to consider. But, in addition, to find ways to know the difficulties that the students present before the knowledge. Thus, when thinking about evaluation, the teacher must pay attention to different methodological alternatives that can help both the student and himself.

Undoubtedly, progress in the area of Education was important due to the theoretical-methodological advances that discuss evaluative processes. Even so, says Hoffman (2005), contemporary discussions between students and teachers about assessment often demonstrate a reductionist view. And in this sense, evaluation is understood as a process that comes down to previously established moments, following a vision of bureaucratic exigency that reduces the evaluation to simple records practices.

FINAL CONSIDERATIONS

It is said by Libâneo (1994), and by other educational theorists, that in an evaluation process the teacher must have a critical eye and show sensitivity in the various moments of this task. Questions of this order help to think that not only the student should be evaluated, but also the teacher and the pedagogical political project of the school, as well as the activities so that any failures and correctness can be analyzed.

In general terms, the perception of the so-called evaluation task can affect our social perception of reality and this reflects on how we interact with students and the practical field of our actions.

In this context, the evaluative proposal is linked to the pedagogical political project of the school and it is added: and that of society, involving all the professionals of education making perceptible the diagnosis of the competences and evolutions of the school, students, teachers, of the school community.

There are relevant interlinkages between evaluation and its relations with the training space of human subjects. As has been said, throughout this part of the text, the experiences with the evaluative practice are diverse. For Hoffmann (2005), argues that the practice of evaluation is understood at various moments as a judgment of results that is based on authoritarian acts practiced by teachers and that these actions exclude the reciprocity that should have the educational action, on the other hand, points out Vianna (1992), that the evaluation should not be directed only to students, but also to teachers.

On the subject of evaluation, it is emphasized that if the majority of the authors mentioned do not see it as a form of punishment, nor only as an object of classification of the subjects, and still less, as an act of selection of able students, but considers it as an object of social inclusion. It is also important to emphasize that we are facing a complex mosaic of what many know as evaluation processes, an evaluation that is broken up into different conceptions that make the field of Education and each one with its ways of thinking society, its social institutions and the school itself.

CONCLUSION

Throughout this study, we can observe different ways of finishing it, and dares to say that there is no single process and way of evaluating students in school and in physical education itself; The path or paths in these spaces are historically marked by reflections that imply complexity.

Therefore, one concludes by saying that when proposing a discussion about evaluative processes in School Physical Education, another would not be the intention but, to approach the subject with reference to the debates used in the education, weaving extensive analyzes to the practice and the theory of the education school physics, guided by some of its tendencies. It is also noted that the task, even today, reveals many dilemmas and visions that serve to scale to what we know about evaluating, and this is linked to a human desire to know and, as these processes advance, knowledge becomes develops, and the conclusion is, potentially, that we are always constructing, knowing, apprehending, finally, rethinking the forms of evaluation in school education and physical education.

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ABSTRACT

Aims: The theme of evaluative processes in school physical education brings possibilities of thinking about the relation of this phenomenon to the Brazilian pedagogical educational context, that is, a condition that emerges from several debates and perspectives recurrent to the field of education and that reveals complexity. Methodology: Bibliographic review by subject. It was used as references, works and periodicals published between the years of 1972 to 2017. Objective: it approaches

the subject of evaluation processes from the contemporary debate in the education, extending itself to the physical education in the school with regard to some of its tendencies pedagogical. Conclusion: by approaching the theme with reference to the debates used in education, weaving extensive analyzes to the practice and theory of school physical education, guided by some of its tendencies and linked to a human desire to know and, as they progress processes, knowledge develops and the conclusion is, potentially, to be always constructing, knowing, apprehending, finally, rethinking the forms of evaluation in education and physical education at school.

Keywords: education; evaluation; teaching methodologies; school physical education.

PROCESSUS D'ÉVALUATION DANS L'ÉDUCATION PHYSIQUE SCOLAIRE: ASPECTS THÉORIQUES DE LA MÉTHODOLOGIE.

Introduction: Le thème des processus évaluatifs dans l'éducation physique scolaire apporte des possibilités de réflexion sur la relation de ce phénomène au contexte éducatif pédagogique brésilien, c'est-à-dire une condition qui émerge de plusieurs débats et perspectives récurrentes du champ éducatif. Méthodologie: Revue bibliographique par sujet. Il a été utilisé comme références, ouvrages et périodiques publiés entre les années 1972 et 2017. Objectif: aborder le sujet des processus d'évaluation du débat contemporain dans l'éducation, s'étendant à l'éducation physique par rapport à certaines de ses tendances pédagogiques. Conclusion: en abordant le thème en référence aux débats utilisés en éducation, en tâtant des analyses approfondies de la pratique et de la théorie de l'éducation physique scolaire, guidées par certaines de ses tendances et liées à un désir humain de connaître et de progresser les processus, les connaissances se développent et la conclusion est, potentiellement, d'être toujours construire, connaître, appréhender, enfin, repenser les formes d'évaluation dans l'éducation et l'éducation scolaire physique.

Mots-clés: éducation; évaluation méthodologies d'enseignement; l'éducation physique à l'école.

PROCESOS EVALUADOS EN LA EDUCACIÓN FÍSICA ESCOLAR: ASPECTOS TEÓRICO METODOLÓGICOS.

Introducción: El tema procesos evaluativos en la educación física escolar traslada posibilidades de pensar la relación de ese fenómeno con el contexto educativo pedagógico brasileño, o sea, una condición que emerge diversos debates y perspectivas recurrentes al campo de la educación y que revela complejidad. Metodología: Revisión bibliográfica por asunto. Se utilizaron como referencias, obras y periódicos publicados entre los años de 1972 a 2017. Objetivo: abordar el tema procesos de evaluación a partir del debate contemporáneo en la educación, extendiéndose a la educación física escolar en lo que se refiere a algunas de sus tendencias pedagógicas. Conclusión: al abordar el tema teniendo como referencia los debates utilizados en la educación, tejiendo análisis extensivos a la práctica y la teoría de la educación física escolar, guiados por algunas de sus tendencias y vinculados a un deseo humano de conocer y, en la medida en que avanza esos los procesos, el conocimiento se desarrolla y la conclusión está, potencialmente, en estar siempre construyendo, conociendo, aprehendiendo, en fin, repensando las formas de evaluación en la educación y en la educación física escolar.

Palabras clave: educación; evaluación; metodologías de enseñanza; educación física escolar.

Introdução: O tema processos avaliativos na educação física escolar trás possibilidades de pensar a relação desse fenômeno com o contexto educacional pedagógico brasileiro, ou seja, uma condição que emerge diversos debates e perspectivas recorrentes ao campo da educação e que revela complexidade. Metodologia: Revisão bibliográfica por assunto. Foram utilizadas como referências, obras e periódicos publicados dentre os anos de 1972 a 2017. Objetivo: abordar o tema processos avaliativos a partir do debate contemporâneo na educação, estendendo-se à educação física escolar no que se refere a algumas de suas tendências pedagógicas. Conclusão: ao abordar o tema tendo como referência os debates utilizados na educação, tecendo análises extensivas à prática e a teoria da educação física escolar, guiados por algumas de suas tendências e atrelados a um desejo humano de conhecer e, na medida em que avançam esses processos, o conhecimento se desenvolve e a conclusão está, potencialmente, em estarmos sempre construindo, conhecendo, apreendendo, enfim, repensando as formas de avaliação na educação e na educação física escolar.

Palavras-chave: educação; avaliação; metodologias de ensino; educação física escolar.