

**114 - PHYSICAL EDUCATION AT SCHOOL: REFLECTIONS ON THE RELATIONSHIP BETWEEN THEORY AND PRACTICE**

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**INITIAL CONSIDERATIONS**

Physical education has been looking for a place commensurate with its ideological relevance in the educational scenario. To achieve this, it has overcome challenges on a theoretical and disciplinary organizational order, has asserted equal pedagogical value compared to the other subjects and has been gaining ground in the school context.

At the Elementary and Middle School it has been seeking to establish relations between theory and practice through a web of concepts and value actions of the holistic knowledge about the human being, weaving interdisciplinary knowledge, searching a fulfillment of teaching ends and goals and the proper development of children and teenagers from ages 7 to 14.

The present paper has the goal of contributing to reflections about the problems faced in the daily routine of school, problems inherent to the curricular component Physical Education and aims to discuss aspects related to the practice of Physical Education at school, considering the constant need of a reflexive posture from its professional to accomplish his ends, tightening the relationship between theory and practice and improve the quality of teaching in Elementary and Middle School.

**Physical Education and Human Development**

There is no debate about Physical Education that discards the need of a look at human development on the analysis of pedagogical practices at school. It establishes itself in the conditions to the accomplishment of the moves that contribute to the physical development of children and teenagers, because in an evolutionary perspective this aspect has overcome the limits presented in the last studies, since the human being has been evolving at a fast pace.

The Olympics can prove this evolution, with athletes that make surprising exhibitions concerning the demonstrated kinesthetic capacity. We can observe an overcome of the closed genetic code itself, by the demonstration of movements of high-precision, fastness and ease.

Vigostky (1994) overcame some of Piaget discoveries when he published that complex forms of thinking, the superior mental capacities of the human being, are related to the established interactions more than to the individual exploration. He defended his concepts of development zones proving that there is variation in the form of doing something, and on the evolution of this doing, as the child is or is not stimulated, oriented and accompanied by an adult or a more experienced child.

In the context of physical education at school, it is given by the high learning of children in sports and dances with ease in relation to previous decades when stimulation was done later or not at all. Improved movements, better posture, sports, games, wrestling and rhythmic gymnastics are the proven results after the accomplishment of a good plan work in these areas, highlighting the role of the teacher as a mediator in this process.

The valorization of culture is a striking aspect of Vigostky's theory (1994), on the relationship between the theoretical knowledge about human development and what is done in Physical Education, for the child in the initial years of Elementary school takes to the school space a multitude of knowledge about the body, movement and bodily culture, stemming from personal and social experience. This experience provides the realization of more complex activities that favor the development in a gradual manner.

The National Curriculum Parameters - PCNs in Portuguese(1998), endorse this idea when they state that,

The different competences with which children come to school are determined by the bodily experience that they had the opportunity to go through. Therefore, if they cannot play, hang out with other children, explore diverse spaces, probably their competences will be restricted. On the other hand, if past experiences were varied and frequent, the array of movements and the knowledge about games and plays will be wider. However, having more or less knowledge, having lived many or few situations of bodily challenge, to the students the school constitutes a differentiated space, where they will have to give a new meaning to their movements and attribute new meaning to them, besides accomplishing new learning. (PCN, 1998, p. 45)

To Developmental Psychology the changes suggested by Piaget define this stage as the concrete operational period and with it, the need by the child to understand the grading, conservation and class inclusion, these aspects are favored by the practice of games, plays, rhythmic dances and sports practice (BEE, 2003).

At the age of six, the physical development is bolstered by jumps, runs, drawings, balance games and make-believe plays. The mastering of the bicycle stabilizes around the age of seven or eight, when the child lacks bigger motor stimulation and possibilities of expression and movement experience, to the exploration of their potential. The attention and concentration are necessary to the development of the student and favored by sporting practices, plays and other activities. Sport is a phenomenon to be explored and gymnastics can be associated to circus activities, dances and wrestling.

From the ages ten to twelve girls begin their growth spurt process, with the appearance of precocious menstruation (at the age of ten) or regular menstruation, and on boys the precocious genital development (BEE, 2003). It destabilizes the participation in physical activities due to hormonal issues and organic implications. The lack of interest contributes to the distancing by teenagers from physical activities, fundamental to the identification of bodily problems, valorization of bodily awareness and posture reeducation.

From eleven to twelve the child starts the process of consolidation of their initial identity with influences on the formation of self-concept by the knowledge of one's own body, acquired through the education by movement. From twelve to fourteen the teenager assimilates an enormous quantity of physical, intellectual and social experiences that cause constant

imbalances (BEE, 2003), but that will be pivotal to the constitution of the adult citizen. This stage culminates with a good exploration of space and the environment where they live, diversity of school and social activities through movement.

#### Physical Education on the School Space

After the approach of the aspects related to the physical development of the child and the teenager, it becomes necessary to analyze factors concerning the feasibility of physical education at school. One of them concerns the detachment of the schools from the philosophical, social and pedagogical conceptions elaborated by public education policies.

The work in school has its fundamentals in the body and movement conceptions, but Tani (2001), asserts the denial of these discussions on pedagogical spaces of educational institutions, mainly those more distant from urban centers. Such phenomenon is perceived in situations in which the educational practice of the Physical Educational professional in school is detached from a theoretical referential or from an intentionality with scientific support, stemming from problems in teacher formation and/or the absence of such professional, since it is still common in the education system the practice of assigning teachers in public and private schools who lack the basic formation demanded by LDB 9394/96 (Directives and Bases for Brazilian Education Act, 1996).

Regarding the distance between theoretical foundation and daily practice of Physical Education at school, there is a distancing between what has to be done and what is actually done, where we see a yawning gap. The result is the keeping of the practical undervaluation of this field of knowledge. This gap does not come from the will of the professional, but from obstacles that the current school structure puts on its dynamics and that will be analyzed as follows.

The isolation of Physical Education from the other fields of knowledge has become evident the difficulty of the teaching body to work on the collective aspect of the school and coexist with the differences of structure of the subjects. Many times we have the feeling that the sociological, philosophical and pedagogical nature, as well as the didactic structure of this field of knowledge is different from the others, infringing the Unesco treaty that established the four pillars that give teaching its foundation: know how to be, to live, to know and to do.

It is common to identify difficulties related to the definition of objectives, content and methods used by Physical Education, as if the professional had not gone through a competent technical formation. The goals become sometimes insignificant to the development of the potentialities of the learners as well as to their expectations; the activities are commonplace and do not meet the demands of their development and the methods are archaic and unfocused from the other elements in the educational process. One of the explanations to this sort of questions is in the elaboration of pedagogical proposals of the school, being worth the recommendation that

A pedagogical proposal cannot be either above or below the level of development of the child. A good proposal, one that enhances this development, is one in which the child vacillates in front of the hardships, but feel motivated, with their current resources, to overcome them, guaranteeing the necessary structures to higher levels of knowledge. (FREIRE, 1989, p. 114).

There is the need of revision and reconstruction of the pedagogical proposals in schools, considering that the learning is tied to the practical experience of the student and the holistic vision of the educator. There is a need to avoid repetition, automation and the reproduction of stereotyped gestures and disconnected movements. It is not good to restrict the pedagogical practices to exercises of dexterity and ability, for what sets the human being apart is his capacity to reflect, build and rebuild, and becoming physically, socially and culturally autonomous. This curricular component goes back to the development of bodily awareness, building a healthy lifestyle, development of competences, social and psychomotor capabilities and abilities and construction of knowledge, attitudes and proceedings indispensable to quality of life.

The planning needs to articulate pedagogical knowledge and deeds to promote the development of the bodily-kinesthetic intelligence of the students, the development, inclusion and health. The professional must feel an important and necessary part of the teaching group and take a lead in the discussions and interactions of the teaching body at school, According to the PCNs (1998),

It is necessary that the individual knows his nature and the characteristics of each situation of bodily action as they are socially built and valued, in order to organize and use his motricity in the expression of feelings and emotions in an adequate and meaningful form. In the same bodily language, a sports game, for example, it is necessary to discern the competitive or the recreational character of each situation, knowing its history, understand minimally the rules and strategies and know how to adapt to them. Therefore, it is crucial the participation in activities that have a recreational and competitive character, among others, to tell them apart. (PCN, 1998, p. 27)

Like sport, dance has been reduced to the preparation of school celebrations, without consistent planning and in an improvised manner, reducing the Physical Education professional to the role of event organizer and not as a specialized professional.

#### Pedagogical Practices of Physical Education at school and Affectivity

As a mandatory curricular component in the pedagogical proposition in every Brazilian school, as stated by current legislation, Physical Education has been seeking to accommodate to the demands and determinations to the fulfillment of the academic load and competent exercise of the attributions of the professional. It is necessary to look for alternatives to validate the importance and need of the relationship between the practice of Physical Education and affectivity, arousing the taste for the subject.

The establishment of affection bonds with this curricular component has been sometimes blocked by the reckless practice in this field. It is believed that the comprehension of certain factors, henceforth presented, is the booster of this bonding relationship and its reception by student and family alike.

Children and teenagers both need favorable opportunities to self-knowledge and self-image to the construction of the human identity—7 to 14. The bodily control fostered by the movements contribute to self-knowledge, through the consciousness of physical limits, controls and forms of relating to the environment and to each other.

The uses and applications of the knowledge arising from the theoretical referential of Physical Education to the improvement of competences and cognitive abilities of the student—development of logical thinking, the human capacity of planning, memorizing, abstracting, analyzing, comparing, communicating, acting and solving problems prove the importance of the component as a priority in the following of the natural teaching-learning process.

To the children and teenagers with difficulties of learning, Physical Education has contributed through the regular and properly oriented practice of physical activities in general and sports practices in the development with improvements in attention span and concentration. The work with discipline, norms and rules is favored with the practice of sports, wrestling and dances for

the pleasure in the activity and emotional balance, understanding that the challenge is not to prevail over the other, but over oneself. Non-verbal expression, motivation for learning, joy, enthusiasm and determination are strengthened. It is the role of Physical Education the responsibility of recovering, registering, rebuilding and culturally perpetuating plays, dances and games, strengthening the identity process and the love for local and human history.

The construction of values like friendship, solidarity, feeling of belonging to a group, citizenship and respect are always present in the pedagogical practice of Physical Education at school, to accomplish its ethical function that is also a feature of human affectivity, both among groups of equals, the students, as in relation to colleagues in general, teachers and other educators at school, family, local and school community and society in general, since the knowledge, procedures and attitudes are unleashed in a network, in the teaching-learning process.

#### FINAL CONSIDERATIONS

It is indispensable to ratify the importance of Physical Education in the development of children and youngsters, because of the physical, ethical and spiritual gains that the experience of its substrates guarantees in every educational and social contexts.

The experience of teaching of professionals that value the trajectory of Physical Education at school has been showing its interdisciplinary nature, as it can foster knowledge, making it attractive and motivate learning, for the child and the teenager at Elementary and Middle School can learn integrating cognition, affectivity and experiences.

It is impossible to think of Physical Education without the social transformation that in turn demands avoiding the fragmentation of pedagogical activity and to understand that educating is to glimpse a new world, raising awareness, changing conceptions, methods, techniques, activities and attitudes and that no change will be possible if there is no investment in the improvement of the education professional: initial and continued qualification of the teacher and financial investment.

From a didactic and pedagogical viewpoint the school needs to give value to its pedagogical and curricular proposition in the field of Physical Education, as well as planning and evaluation, without forgetting to register the importance of having a constant review of the practices experienced at school, considering that accommodation and habit is a prominently human characteristic, but it needs to be policed in detriment of boredom and mechanical repetition.

Physical Education needs to be an allied of children and teenagers, not because of its mandatory character, but because of the good and deference it provides to the quality of life of individuals—children, teenagers, adults and elderly alike, that deserve to be healthy and happy.

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#### PHYSICAL EDUCATION AT SCHOOL: REFLECTIONS ON THE RELATIONSHIP BETWEEN THEORY AND PRACTICE

The present paper has the goal of analyzing the relationships between the constituent theoretical referential of the formation of the Physical Education professional and the teaching practice at school for many years in the public and private education networks in the state of Piauí. As a theoretical support in bibliographical research, this paper incorporates reflections from empirical observations of the teaching activity. It analyzes essential aspects of human development and its relationships with the current conceptions in Physical Education, the pedagogical practices in the Area and the inclusive and necessary affectivity. In our conclusion we present strategies of strengthening of bonds between the students and the practice of Physical Education at school.

Keywords: Physical Education, Pedagogical Practices, Affectivity.

#### ÉDUCATION PHYSIQUE SCOLAIRE: RÉFLEXIONS SUR LES RELATIONS ENTRE LA THÉORIE ET LA PRATIQUE

Le présent travail porte sur une analyse des relations entre la référence théorique constituant de la formation du professionnel de l'éducation physique et la pratique de l'enseignement scolaire de nombreuses années d'expérience dans le réseau public et privé de l'État du Piauí. Avec un support théorique dans la recherche bibliographique, cet article incorpore des réflexions d'observations empiriques de l'exercice professoral. Il analyse les aspects essentiels du développement humain et ses relations avec les conceptions actuelles dans l'éducation physique, l'expérience des pratiques pédagogiques dans la région et l'affectivité inclus et nécessaire. L'étude conclut en présentant des stratégies de rapprochement entre l'élève et la pratique de l'éducation physique à l'école.

Mots clés: Education Physique, Pratiques Pédagogiques, Affectivité.

#### LA EDUCACIÓN FÍSICA ESCOLAR: REFLEXIONES SOBRE LAS RELACIONES ENTRE TEORÍA Y PRÁCTICA

El presente trabajo trata de un análisis de las relaciones entre el referencial teórico constituyente de la formación del profesional de la Educación Física y la práctica docente escolar de muchos años de experiencia en la red pública y privada del estado de Piauí. Con soporte teórico en investigación bibliográfica, este artículo incorpora reflexiones de observaciones empíricas del ejercicio professoral. Analiza aspectos esenciales del desarrollo humano y sus relaciones con las concepciones vigentes en la Educación Física, la vivencia de las prácticas pedagógicas en el área y la afectividad incluida y necesaria. Concluye el estudio presentando estrategias de estrechamiento de vínculos entre el alumnado y la práctica de la Educación física escolar.

Palabras clave: Educación Física, Prácticas Pedagógicas, Afectividad.

**A EDUCAÇÃO FÍSICA ESCOLAR: REFLEXÕES SOBRE AS RELAÇÕES ENTRE TEORIA E PRÁTICA**

O presente trabalho trata de uma análise das relações entre o referencial teórico constituinte da formação do profissional da Educação Física e a prática docente escolar de muitos anos de experiência na rede pública e particular do estado do Piauí. Com suporte teórico em pesquisa bibliográfica, este artigo incorpora reflexões de observações empíricas do exercício professoral. Analisa aspectos essenciais do desenvolvimento humano e suas relações com as concepções vigentes na Educação Física, a vivência das práticas pedagógicas na área e a afetividade inclusa e necessária. Conclui o estudo apresentando estratégias de estreitamento de vínculos entre o alunado e a prática da Educação física escolar.

Palavras-chave: Educação Física, Práticas Pedagógicas, Afetividade.

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