

11 - CORPOREALITY, INITIAL FORMATION IN PHYSICAL EDUCATION AND STS CURRICULUM

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INTRODUCTION

Coutinho and Lisbôa (2011) reinforce the great challenge imposed on the school institution by the new technological society, which offers multiple learning possibilities, from the advent of the Internet and digital technologies. Thus, the physical space of the school is no longer the exclusive place of knowledge construction and preparation of the citizen for the active life (COUTINHO; LISBÔA, 2011).

In this context of cultural transformation, the way to build knowledge is collaborative (LÉVY, 2013). What is claimed for this school, then, is that it is able to develop, in students, skills for them to participate and also interact in a global world, marked by such technologies (COUTINHO; LISBÔA, 2011). Therefore, teachers need to use virtual tools for the benefit of education (LÉVY, 2013).

The multiple possibilities of body education in educational institutions need to be explored for the benefit of human formation. This requires a new look at the body, which implies denaturalizing dichotomized views around the body, based on a Cartesian logic, in favor of an education that considers not only the thought but also other aspects of the subjects involved in it.

The collaborative construction of knowledge, citizen participation and preparation for active life, as well as their critical formation - which implies understanding the advances of science and technology and their implications for society, within a STS approach (Science, Technology and Society) - find themselves if on that agenda.

Physical Education, as a compulsory curricular component of Basic Education, which has its foundations in the conceptions of body and movement (BRASIL, 1996, 1997), also needs to be sensitive to this theme, of great relevance to the current scenario, in which media and digital technologies increasingly occupy a more relevant space in the formation of bodies.

Through bibliographic research, this article aims to discuss about these issues, dear to the educational area, in particular, to school Physical Education. Therefore, there is a discussion about the "body place" in formal education institutions, its relations with the initial formation in Physical Education and with the so-called STS curriculum.

Within this scope, the expression "body place" is used, as in Cunha e Silva (1995, p.32), to refer to the "ideas that are built around it [of the body] and places by where [he] passes and who metamorphically plasticize him, modify him". Moreover, it is believed that "initial teacher education should provide all students with tools, concepts and references resulting from advances in science and paradigms of our time" (DELORS et al., 1998, p.91), which is echoed in the STS thematic studies, which suggest the social responsibility of all parties involved, not only scientists, and it is important to discuss this focus among educators, researchers, students, athletes and even sports administrators of Physical Education and Sports (NUNES; LAMAR; ZOBOLI, 2013).

BODY, PHYSICAL EDUCATION AND STS APPROACH

Pondering Corporeality, Initial Physical Education and STS Curriculum is not a simple task, but fundamental when it comes to finding answers about the place of the body in formal education institutions, thus proposing new ways of being in these institutions and, consequently, in society, which considers a body that feels, thinks and acts on the reality in which it lives, which implies reflection and decision-making by the subject-body. A body that also produces meanings and imprints meanings through its relations with the environment.

Campos (2009) points out that the body, considered a smaller part in the face of the empire of the mind, has historically been relegated to the background in the classroom and that, even if this is the case, the author concludes, all education is essentially the education of the even if it is denied by the non-movement. Therefore, it should not be a matter of including it in education. It is already included. To think, therefore, its place in Education means to highlight the challenge of perceiving ourselves as bodily beings (NÓBREGA, 2005).

The Physical Education, being immersed in school culture, when it shows interest in working on an information project, especially involving socially relevant themes in a cross-sectional perspective, does not escape this rule, that is, it overestimates thinking, to the detriment of other forms of being in these eminently educational spaces. Thus, many pedagogical possibilities are lost, indicating the commitment that must be made by the area to cover the existing horizons in terms of body education.

In a world marked by DTIC, where such technologies increasingly occupy a space of greater relevance to bodies and their formation, it no longer makes sense for schools to be stuck in their rigid teaching methods and thus no longer perform a critical training work, promoting the autonomy and creativity of the body being made possible by these technologies.

School and teachers, therefore, are urged to integrate DTIC, already so familiar to young people in their cultural practices, using them for the benefit of knowledge development and critical training, promoting autonomy, creativity and the possibility of learning and sharing network knowledge. Certainly, this panorama can influence new curricular practices, based on transversality and interdisciplinarity (STRUCHINER; GIANNELLA, 2016, p.945).

For Kenski (2012), the new information and communication technologies are much more than supports, eventually interfering, much more, in our way of thinking, feeling, acting and relating socially. Moreover, they interfere with the acquisition of knowledge, creating a new culture and a new model of society, according to the author. This further reinforces the need for a new educational praxis to explore new teaching-learning experiences through the use of these technologies.

However, the emergence of a critical formation in relation to the consequences of technologies in society, which have been shaping new ways of being, looking and behaving. According to Delors et al. (1998), teachers face new challenges: making school a more attractive place for students and providing them with the keys to a true understanding of the information society.

It is believed that the desired critical formation, regarding a true understanding of the information society and the effects of technologies in this society, begins in the initial formation courses, which should prepare future teachers for this reality that presents itself in terms of advances and their social consequences, within a perspective of citizen formation of bodies. To

paraphrase Nunes, Lamar and Zoboli (2013), the scientific and technological development, of which Physical Education is part, requires a careful evaluation of its "drivers", regarding its true impacts, that is, it requires a deep knowledge of their interrelations with society.

The Cult of the Body in Cyberculture is discussed, for example, by Narduchi, Vilaça and Oliveira (2018). According to the authors, this cult - also called Corpolatry - is a characteristic present in our society, intensifying in social networks, which requires a series of questions, in view of its reception and propagation in the digital culture. That in itself would be reason enough to question ideas rooted in the social realm that science and technology are good by nature or their neutrality and impartiality.

One must take into account the fact that the media, including today's digital networks, are par excellence channels for transmitting information, as pointed out by Santaella (2003). Thus, the types of signs that they circulate, the messages they engender and the communication they enable are capable of shaping the thinking and sensibility of human beings, as well as providing the emergence of new sociocultural environments (SANTAELLA, 2003). , which signals, even more, the importance of topics such as this one, of social and scientific relevance.

Many other topics of socio-scientific relevance can and should be addressed, seeking to develop values and attitudes for responsible decision making in the face of real situations. Thus, in the light of a thematic approach that aims at a problematizing education, reflective, dialogic and reality argumentation, from the reflection on basic contradictions existing in existential situations, the subjects will be instrumentalized to understand such real situations, in order to understand them. try to solve them, within a perspective of education for the practice of freedom (FREIRE, 1989).

A movement has grown worldwide that has critically and broadly reflected on the relationship between science, technology and society (BAZZO, 1998; BAZZO et al., 2003). This approach also affects the Brazilian Physical Education, considered of great relevance to the area, as it considers not only the epistemological, but also social aspects of science (NUNES; LAMAR; ZOBOLI, 2013).

Bazzo et al. (2003) argue that in order to participate in political and social decisions that influence their lives, citizens need to be able to understand the advances in science and technology, as well as their implications for society. Thus, the movement called Science Technology and Society (STS) provides, in teaching, an approach that integrates the various disciplines of the school curriculum on topics of socio-scientific relevance (AIKENHEAD, 2009).

In this new approach, scientific and technological contents are studied in their various dimensions: historical, political, ethical and socioeconomic, with the main goal to prepare students for the critical and reflective approach to their learning, as well as for the exercise of citizenship (AIKENHEAD, 2009), since "the main objective of STS curriculum is the development of *decision-making capacity*" (SANTOS, 2007, p.2, emphasis added).

Thus, there is a striking criticism about the content-based curriculum, while glimpsing new pedagogical practices, based on interdisciplinarity. Human values of collective interest are also incorporated, such as: brotherhood, solidarity, reciprocity, respect for others, social commitment and generosity (SANTOS; MORTIMER, 2002).

According to Nunes, Lamar and Zoboli (2013), the STS approach has reached a high degree of institutionalization in Europe, the United States and Latin America, presenting itself as a path for critical and interdisciplinary analysis of Science and Technology. . It thus suggests a new image of science, in contrast to the traditional or classical image that defends its neutrality. Seeking to break also with the idea that science and technology are, by nature, good ("good image") or at least neutral or impartial from the political, social, cultural, ideological, ethical, class point of view, gender.

For the aforementioned authors, there is not much interest in deepening, in Physical Education, discussions about the STS approach, since the conception of human being used by her to found her praxis is implicit in an anthropology that gives a strong connotation to the support of others. a biologizing Physical Education, which explains, historically, the constant concerns that the area maintained with the maintenance of the body "healthy", with the development of physical and motor skills and, above all, with the sports *performance*.

This characterization of the area is confirmed, within its history, by the mechanical exercises done in schools and the exacerbated repetition of sports gestures, to physically train the student, in order to obtain a better technique, aiming at a better performance in a particular sport (NUNES; LAMAR; ZOBOLI, 2013).

These attempts made above, focusing on sport, are some of the possibilities for reflection from and through the STS approach in the area of Physical Education, which brings criticism to the ideologies and values of the scientism of this area, forgetting the scientific subject as a complex whole composed of subjectivities (NUNES; LAMAR; ZOBOLI, 2013, p.37).

There is a growing insertion of scientific / technological innovations in the social field and the omnipresence of Science and Technology in daily life, giving new meanings to human feelings and values, revealing what seems to be the most striking feature of the present day (VALÉRIO; BAZZO, 2006). Such characteristics, especially in curricula, "present points sought by the labor market that disregard the subject, with a fragmentation between the requirements objectified by society and human relations and their values," point out Nunes, Lamar and Zoboli (2013, p.38)

Thus, in order not to have this fragmentation between subject and object, there needs to be a critical reflection by society, Physical Education and sports institutions, about the innovations generated by science and technology, and help the subjects in democratic participation in society, questioning social exclusion (NUNES; LAMAR; ZOBOLI, 2013). "Amidst these paradigms, is that Physical Education materializes, disregarding the total development of the individual and the social relations between scientists" (NUNES; LAMAR; ZOBOLI, 2013, p.38).

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This requires an approach by the area, especially in initial training courses, in terms of the social commitment that must be assumed by it, since "teacher training is central to the realization of changes in education" (NUNES; LAMAR; ZOBOLI, 2013, p.32). The existing consensus among scholars and analysts of the educational reform processes about the fundamental role of teachers in their implementation is emphasized, even, by Almeida (2006). However, it should be noted that educational change depends on what this teacher thinks about it, what it does about it, and how it can actively build it (THURLER, 1994), given the importance of the present discussion.

FINAL CONSIDERATIONS

Observing curricular issues present in the area, Santin (2003) highlights the privilege of the physical-practical aspects, in Physical Education, to the detriment of intellectuals, politicians and psychosocials, considering the present sportivization, materialized in sports content, in which exercises, Trainings and sports practices are striking and timely.

The exacerbated pursuit of breaking human boundaries through competition conforms a body subject to ideals of victory, and this, in most cases, makes critical and ethical reflection on human existence itself secondary, thus reducing health to the capacity for performance. greatly diminishing its existential dimension. The structure of competition, organized around its ends, is very much the best way to provide results to its objectives, regardless of the other interests and values of human conditions (NUNES; LAMAR; ZOBOLI, 2013, p.37).

Topics such as these, among others of socio-scientific relevance, can and should be approached in Physical Education, aiming to develop values and attitudes for responsible decision making in the face of real situations, in the light of a thematic approach aimed at a problematizing education. dialogic, reflexive and argumentative nature of reality, as postulated by Freire (1989), starting from reflections on basic contradictions existing in existential situations, so that the subjects can be instrumentalized to understand such real situations, seeking to solve them, having education as a practice for freedom.

In this sense, the STS approach, which also reaches the Brazilian Physical Education, can be considered of great relevance to the area, which considers not only the epistemological, but also social aspects of science (NUNES; LAMAR; ZOBOLI, 2013). Citizens need to be able to understand the advances of science and technology, as well as their implications for society, in order to participate in political and social decisions that influence their lives (BAZZO et al., 2003), having as their contents the following themes: of socio-scientific relevance (AIKENHEAD, 2009).

Thus, various aspects of the formation of bodies, forgotten by traditional education, will be worked on, shifting the body place in formal education institutions, through critical and reflective training and the development of decision-making capacity for the exercise of citizenship, that is, of the citizen body.

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Abstract: In the context of cultural transformation engendered by the new technological society, the challenge facing the school institution in terms of reconfiguring its historically established practices is great. From the advent of the Internet and digital technologies, there are many possibilities for building knowledge and preparing citizens for active life. The way to build knowledge is collaborative. Participation and interaction in the global world permeated by these technologies must be the scope of this new school; and teachers are called to use virtual tools for the benefit of body education, which requires a fresh look at the body. The collaborative construction of knowledge, citizen participation and preparation for active life, as well as their critical formation, are in this agenda. And Physical Education, as a compulsory curricular component of Basic Education, which has its foundations in the concepts of body and movement, also needs to be sensitive to this theme, of great relevance to the current scenario. Through bibliographic research, this article aims to discuss these issues, dear to the educational area, in particular, to school Physical Education. Therefore, there is a discussion about the body place in the institutions of formal education, its relations with the initial formation in Physical Education and with the infamous STS curriculum. Topics of socio-scientific relevance can and should be approached by the area, aiming to develop values and attitudes for responsible decision making in the face of real situations, in the light of a thematic approach aimed at a problematizing, dialogical, reflective and argumentative education. reality, as in Paulo Freire, starting from reflections on basic contradictions existing in existential situations.

Keywords: Body. Physical education. STS curriculum.

Résumé: Dans le contexte de la transformation culturelle engendrée par la nouvelle société technologique, le défi que doit relever l'institution scolaire pour reconfigurer ses pratiques historiquement établies est grand. Depuis l'avènement de l'Internet et des technologies numériques, il existe de nombreuses possibilités pour renforcer les connaissances et préparer les citoyens à la vie active. La manière de construire la connaissance est collaborative. La participation et l'interaction dans le monde global imprégné par ces technologies doivent être à la portée de cette nouvelle école; et les enseignants sont appelés à utiliser des outils virtuels au profit de l'éducation corporelle, ce qui nécessite un regard neuf sur le corps. La construction collaborative des connaissances, la participation des citoyens et leur préparation à la vie active, ainsi que leur formation critique, font partie de cet agenda. Et l'éducation physique, en tant que composante obligatoire de l'éducation de base, qui repose sur les concepts de corps et de mouvement, doit également être sensible à ce thème, qui présente un grand intérêt pour le scénario actuel. A travers des recherches bibliographiques, cet article a pour objectif de discuter de ces questions, chères au domaine de l'éducation, en particulier à l'éducation physique à l'école. On discute donc de la place du corps dans les institutions d'éducation formelle, de ses relations avec la formation initiale en éducation physique et avec les tristement célèbres programmes STS. Les sujets d'intérêt socioscientifique peuvent et doivent être abordés par la région, dans le but de développer des valeurs et des attitudes pour une prise de décision responsable face à des situations réelles, à la lumière d'une approche thématique visant à une éducation problématisante, dialogique, réflexive et argumentative. la réalité, comme dans Paulo Freire, à partir de réflexions sur les contradictions fondamentales existant dans les situations existentielles.

Mots-clés: Corps. Éducation physique. Programme STS.

Resumen: En el contexto de la transformación cultural engendrada por la nueva sociedad tecnológica, el desafío que enfrenta la institución escolar en términos de reconfigurar sus prácticas históricamente establecidas es grande. Desde el advenimiento de Internet y las tecnologías digitales, existen muchas posibilidades para construir conocimiento y preparar a los ciudadanos para una vida activa. La forma de construir conocimiento es colaborativa. La participación e interacción en el mundo global impregnado por estas tecnologías debe ser el alcance de esta nueva escuela; y los maestros están llamados a usar herramientas virtuales para el beneficio de la educación corporal, que requiere una nueva mirada al cuerpo. La construcción colaborativa del conocimiento, la participación ciudadana y la preparación para la vida activa, así como su formación crítica, están en esta agenda. Y la Educación Física, como un componente curricular obligatorio de la Educación Básica, que tiene sus fundamentos en los conceptos de cuerpo y movimiento, también debe ser sensible a este tema, de gran relevancia para el escenario actual. A través de la investigación bibliográfica, este artículo tiene como objetivo discutir sobre estos temas, muy apreciados por el área educativa, en particular, por la educación física escolar. Por lo tanto, hay una discusión sobre el lugar del cuerpo en las instituciones de educación formal, sus relaciones con la formación inicial en Educación Física y con los currículos infames de CTS. El área puede y debe abordar los temas de relevancia sociocientífica, con el objetivo de desarrollar valores y actitudes para la toma de decisiones responsable frente a situaciones reales, a la luz de un enfoque temático dirigido a una educación problematizadora, dialógica, reflexiva y argumentativa. realidad, como en Paulo Freire, a partir de reflexiones sobre contradicciones básicas existentes en situaciones existenciales.

Palabras claves: Cuerpo. Educación física. Currículo CTS.

Resumo: No contexto de transformação cultural engendrado pela nova sociedade tecnológica, é grande o desafio que se apresenta à instituição escolar em termos de reconfiguração de suas práticas historicamente instituídas. A partir do advento da Internet e das tecnologias digitais, são múltiplas as possibilidades de construção do saber e de preparação do cidadão para a vida ativa. A forma de se construir conhecimento é colaborativa. A participação e a interação, no mundo global permeado por essas tecnologias, precisam ser escopo dessa nova escola; e professores são clamados para usarem as ferramentas virtuais em benefício da educação dos corpos, o que requer um novo olhar sobre o corpo. A construção colaborativa de saberes, a participação do cidadão e sua preparação para a vida ativa, bem como sua formação crítica, encontram-se nessa pauta. E a Educação Física, como componente curricular obrigatório da Educação Básica, que tem seus fundamentos nas concepções de corpo e de movimento, também precisa estar sensível a essa temática, de grande relevância para o cenário atual. Por meio de pesquisa bibliográfica, o presente artigo tem como objetivo discorrer acerca dessas questões, caras à área educacional, de modo particular, à Educação Física escolar. Empreende-se, portanto, uma discussão sobre o lugar do corpo nas instituições de ensino formal, suas relações com a formação inicial em Educação Física e com os famigerados currículos CTS. Temas de relevância sociocientífica podem e devem ser abordados pela área, objetivando desenvolver valores e atitudes para a tomada de decisões responsáveis diante de situações reais, à luz de uma abordagem temática que vise a uma educação problematizadora, de caráter dialógico, reflexivo e de arguição da realidade, tal como em Paulo Freire, partindo de reflexões sobre contradições básicas existentes em situações existenciais.

Palavras-chave: Corpo. Educação física. Currículo CTS.