

116 - PHYSICAL EDUCATION AND HIGH SCHOOL'S CURRICULUMFÁBIO SOARES DA COSTA;
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INTRODUCTION

The interest in scholar curriculum physical education is not a new subject. According to the considerations observed by Medina (1983), Coletivo de Autores (1992) and Oliveira (1993) it is already possible to see that new epistemological paradigms about curriculum and physical education in schools are out in the open. However, the analytical approach in this research will focus on the guidelines and the curriculum references of the physical education in high school since the 21st century and more specifically the documentation diffused by the Secretariat of Education of Maranhão State, which was discussed in the beginning of the current academic year in all schools of the State.

Nowadays it can be observed that physical education is a school subject with several possibilities of pedagogical practices and operations from different conceptions about the body, the movement and the person. A field of interdisciplinary knowledge which approaches mainly a historical bias about man's physical manifestations during his pursuit of body awareness, but with a strong biomedical character and still making his activities in the middle of the conflicting relationship between the biological, physiological bias and the pedagogical and self corporal ones.

In this research it will be contemplated the concept of driving force as the possibilities that the implementation of an emancipatory curriculum can provide in the lives of high school students, then, this is the belief in an education conception able to supply several possibilities to the physical education in schools, including those ones that can raise a character formation and the development of a critical reflexion in the students, which justify the studies and reflexions in this text.

It can be observed in the Referencial Curricular Educação Física – from 1st to 9th year: Elementary School (2009) assumptions discussed in Critical Theory, which warn to pseudo wishes and interests demonstrated by persons after presentation of the world where they live, such as their sociocultural context. However, it is impossible to see the same prerogatives in the Curriculum Guidelines: + Teaching: Programme of Improvement in the Teaching Quality (2013), a document which was presented as the guide for the development of the pedagogical activities and for the high school curriculum in the Centro de Ensino Inacio Passarinho in 2014.

Marcuse (1982) teaches that the critical bias of the teaching function is to release and to liberate the students from the illusions offered by the modern society. This viewpoint is strengthened by the postulates of Kunz (1998) who supports the students' comprehension of body movements not only by the simple technical execution. For these authors the social components are more important, because they affect socio-culturally the students' lives from these motor actions. Then, asking, criticising, evaluating and changing viewpoints about the sense of movement are the possible social and cultural transformations.

So, the curriculum is an important object of research, because it is the main foundation to capacitate the students so that they can go further and not only repeat movements. The curriculum is an empirical basis to analyze the sense of the movements, it is where the possibilities of critical and emancipatory can be started, where the exploration, the questionings, the inventions and the creatio of movements get meaning in a determined sociocultural context.

After exposure, it was observed in this study that the guidelines and the curricular references which guide the basic education from the 1st to the 9th year consider satisfactorily the possibilities of realization of a curriculum with critical and satisfactory improvement basis.

PHYSICAL EDUCATION IN THE SCHOOL CONTEXT

The physical education as an obligatory curricular subject in the primary education can be identified, in a space-timeline, with three stages well delimited: the positivist period, its identity crisis and the stage contemporary which belongs to the critical pedagogies that result in a progressive perspective. This can be better visualised in the textual production of Jocimar Daolio, *Educação Física e o Conceito de Cultura: polêmicas do nosso tempo* (2007), which presents a possibility of overcoming the biological character that is so present in the social representations about physical education.

The positivist historical character of physical education is the one which associated the subject to the character of biological body health, civic values and hygienist medicine bias through the teaching of gymnastics (DAOLIO, 2007; SOARES, 2001). After the 1940's, the generalized physical education, propagated by Auguste Listello, focused the physical education's attention to the sport and institutionalised the roles of teacher-trainer-instructor and student-athlete-recruit, by printing biological, mechanistic and technicist characteristics and taking into account principally the students' aptitudes and the teachers' centrality. (COLETIVO DE AUTORES, 1992).

The 1980's opened the second timeline stage, the identity crisis, when object of study of the subject is discussed and the physical aptitudes are questioned as paradigm. Pedagogical, sociological and human aspects are introduced in the discussion trying to find a solution to the fragmented biological bias problem. According to Daolio (1998), Le Boulch, with a psychomotricity approach, Go Tani, with a developmentalist approach about motor learning, the open classes proposed by Reiner Hildebrandt and Ralf Laging, who defends not directive interventions of the teachers during the classes, and João Batista Freire, with an approach of the body's rediscovery and respect, encouragement to creativity, liberty and interaction of men with the world. These discussions were the mainly contributions during the second stage.

Henklein (2009) credits to this third stage the emergence of a more political tendency, principally marxist, historical-critical, led by Demerval Saviani, with the social critical pedagogy of the contents, José Carlos Libâneo, with an approach critical overcame, materialised in the book *Metodologia do Ensino de Educação Física*, by several authors, which provides for the students the dynamic perception of reality, changed and formative of critical persons. The cultural perspectives by Jocimar Daolio are also valuable contribution for this study.

And it is in this third stage that we are interested to analyse the curriculum of physical education in State high schools in Maranhão, with a critical emancipatory approach presented by Elenor Kunz (1998) in his book *Transformação Didático-Pedagógica do Esporte*. The new paradigm defended by the author is based on the formation of critical persons able to transform, or not, the reality of their environment, by acquiring a critical and reflexive education principally through the language aspect. To be able to achieve these objectives it is necessary the overcoming of the instrumental reason, the ideological domination and the construction of a reason of language, by developing a teaching sportive methodology turned to the critical educational theory.

By supporting Kunz (2001), we believe in a learning process of movement that surpasses the sportive reality and

realizes a wider social context through a reflexion-action process in the pedagogical act, which change the way of thinking about sport and presents it as social construction of the modern man, result of the industrial societies and a reproducer of ideologies.

HIGH SCHOOL AND PHYSICAL EDUCATION

In initiating the bibliographical and document research to support this study, it was observed that in the primary education, the elementary school, gets the attention of the school community in relation to the curriculum's necessary, because we believe that the efficiencies/ deficiencies, the pedagogical construction and strengthening of a critical emancipatory thought are also developed during this school stage, which demands a more critical and reflexive approach. According Darido; et al (1999) it is possible to see that some factors add to this reality, because in the beginning of that century: about 70% of the students attended the evening classes; the LDB 9394/96 protects and accepts legally the requests for exemption from the classes for a part of the students; the practices are not encouraged by the school administrative body; and the adoption of the working hours after/before school strengthens this picture.

Through many studies about physical education in high school, among them we emphasize Correia (1996), Pereira e Silva (2004) and Duarte (2013), it is possible to observe that many changes must happen in practice, because the scientific academic production already shows possibilities of transformation of this reality since the last decade. At the end of the 20th century, Correia (1996) showed a proposition of high school physical education turned to the corporal culture, but he mentioned the curriculum as a way and not an end. He treated the curriculum as cultural construction and the student's trajectory to be made in the school, and the most important, he defended the subjectivity and valorization of the experiences lived by the students. In 2004, Flavio Medeiros Pereira e Adriane Correa da Silva, approached and appreciated the cultural field in the text *Sobre os conteúdos da educação física no ensino médio em diferentes redes educacionais do Rio Grande do Sul*, where the authors give as contribution to our study the insertion of themes just as inclusion, dialogue and the critical discussion about the movements and sports, psycho-physical abilities, the interdisciplinary approach and, principally:

Being the school also a place to the new, to the cultural insertion – without disdaining the popular culture, which is evidenced by the valuation of the futsal and volleyball – even with the quantitative reduction of the 'traditional' fieldsports, when other contents just as gymnastics, dance and fights, besides othes sports, it would be a contribution to the multi-faceted formation of the students. They would be new contents that would provide new cultural perspectives. (SILVA; DUARTE, 2004, p 76)

However, they are Elenor Kunz's ideas, who defends a critical emancipatory methodology, and also the Collective of authors' thoughts whose ideas we adopted, like it is clarified by Zuleyka da Silva Duarte (2013, p.90) in relation to the critical emancipatory approach:

[...] the critical emancipatory approach is centered upon the sports teaching. In other words, it seeks a large reflexion about the possibility of teaching sports by their didactic pedagogical transformation and make the teaching a youths' education to a critical and emancipated awareness.

In relation to the critical overcome approach, Duarte (2013, p.92) explains:

The tendency named Critical Social of Contents, values pedagogical action inserted in the concrete social practice, by supposing the school as mediation between the individual and the social. From this relation results the critically elaborated knowledge. In these terms, it is possible to affirm that the theoretical critical overcome approach makes a reflexion by articulating the organized contents in the curriculum with the social practice. This makes it to take part of the educational group of critical theories. And as it defends the matter of the corporal culture as a physical education matter of teaching, it takes part of what is conventionally called Tendency Critical Social of the Contents. (The author's emphasis)

In this way, what we defend is a trans-methodological possibility, where the critical overcome approaches, with their Marxist postulates of the historical dialectical materialism, and the critical emancipatory, with Habermas' influences, his emancipated awareness and communicative didactic in order to they can be exercised together during the teaching and learning process of physical education in the school.

METHOD, CURRICULUM AND CRITICISM

In this study it was chosen a trans-methodological bias, where it was made an analytical-descriptive, observational and participative research, after a descriptive and interpretative case study (Pedagogical Meeting – 2014 in C.E. Inacio Passarinho) orientated by the defense of Nelson; Thomas (2012).

For the authors, the case study and the observational research are descriptive research methods, and they are characterized by: a) The case study brings together lots of information about one or a few participants, where the assumption is that one single case is representative of several similar cases, making references to a particular population; and b) The observational research, which provides means of collecting data, is a descriptive research method which has as main technique to observe the behavior of individuals and to analyze the qualitative data found.

The Educational Center Inacio Passarinho is a public school of Maranhão State, situated in Caxias City. It offers classes in the morning, afternoon and evening shifts to high school students, including the three years, as well as as well as education of youth and adults (EJA). It has about 1,200 students and offers physical education in the three shifts. The teaching staff of physical education course consists of five teachers, two teachers in the morning, two teachers in the afternoon and one teacher in the evening. The pedagogical meeting 2014 took place on 27th and 28th February, 2014 and it had as the main axis of discussions the new curriculum guidelines : + Teaching : Program to Improve the Quality of Teaching (2013), turned to high school and aims to update the assumptions and the curriculum of the high school in Maranhão State from 2014, where the principles and guidelines of the document can be used as an important tool for facilitating and supporting studies, research, planning and organization of the pedagogical work of state schools in Maranhão State.

The development of pedagogical work during the meeting contemplated several topics such as evaluation, planning, extension and other themes, in addition to the curriculum. However, the analyzes presented here are ratified in discussions, production and planning of the five teachers of physical education in the school.

As the general theme of all disciplines, the current curriculum has received several criticisms of the teachers of the various areas of knowledge, among which stood out: 1) The disproportion between the quantity and content to be worked and the time available for this; 2) The discontinuity in the supply of essential contents of a particular series, resulting in losses in the next series; and 3) The dilemma of choosing which content should be addressed, with the focal options the local and regional specificity, selective examinations of the region and the ENEM (National Survey of High School). Concerning the discussion about the curriculum in the area of physical education, it was noticed a great dissatisfaction in relation to the available infrastructure at school in order to work the planned content, as well as repeating certain activities performed in the previous year (dance festival, interclass, competitions and scientific week) is enough for curriculum compliance of the discipline, because the performance of these activities is the maximum that can be done with materials provided by the school.

Thus, a document was produced: annual planning of curricular and extracurricular activities of the discipline Physical education, which aimed to:

The pedagogical proposal of physical education for CEIP seeks a new organization of school work to allow the community to learn, to think and to realize the pedagogical intentionally and coherently, having as the indispensable tool theoretical studies, the practice of sports, body culture and health, as well as the scientific methodological processes. [...] Then, this proposition is a proposal to work toward rebuilding the school as pedagogical and political space that privileges the culture of movement, the corporeality, the social, cultural, systemic, anatomic, physiologic, sporting and recreational knowledges, in order to support the body knowledge and then, to be able to contribute to a healthier life for its participants. MARANHÃO (2014, p.4)

The documents produced by the physical education professionals of the school defend that:

[...] the understanding of teacher and student roles, the methodology and the social function of the school and the contents are determined by a conception of teaching and learning inherent in the school practice. Therefore, the curricular proposal of physical education for CEIP, to be developed during the period of one academic year, oriented and respectful of the new LDB n° 9.394/96 (Laws of Guidelines and Bases for National Education), proposes an educational practice centred in philosophical, pedagogical and psychological concepts outlined below.

Gathered in a renewed pedagogical trend, several chains value the individual as a free, active and social being, making of them the center of school activity, because the most important is not the teaching, but the process of learning which happens through the students' initiative and experience. The teacher is seen, then, as a facilitator in the process of the students' seeking of knowledge. From this perspective, the analysis, discussion and proposals on social and political issues and the actions on the immediate reality are primordial. Also assuming a critical-social attitude of contents. Therefore, the political and social functions of the school must be implicit, and be assured in the school practice, because it is necessary a pedagogical adaptation to the characteristics of a student who thinks, to a teacher who knows and to the contents of social and informational value.

No more or less important than other factors, such curriculum proposal must seek to allow the interpretation of reality and the construction of meanings and new possibilities for action and knowledge, because it is the students themselves who should build them through the learning contents. After all, they are perfectly able to modify, build and enrich different modes of action and interpretation. As a mean of education and a rich source of individual and group experiences, with several activities that enable the development of necessary qualities to the human being's welfare, the school physical education should be developed within the pedagogical, philosophical and psychological guidelines previously mentioned, in order to achieve its goals and inherent aspirations.

To achieve this, we propose this curriculum proposal that seeks a coherence with the national reality and with attainable goals, seeking a harmonious relationship, but permeated with criticality and evolved with the social and political assumptions in order to promote a real and efficient Physical Education. (MARANHÃO, 2014, p. 19)

It is possible to observe from the text that the methodological option adopted by the professionals of education in the surveyed school are guided on a critical overcome approach presented earlier, with strong foundations in a work turned to the critical social perspectives of contents.

In relation to the document submitted as a proposal for renovating the school curriculum in high school, we observed that it is organized on four fundamental pillars: 1) The conceptual bases on school education; 2) The organization of the pedagogical action; 3) The social issues that boost the school learning and; 4) The school evaluation. It has as objective to raise the level of the student learning, the universalization of high school enrollment, to reduce illiteracy, to improve the institutional management and the collaborative institutionalizing. The document highlights the inseparability between the processes of learning and teaching, interdisciplinary studies, and a didactic method that values the social practice and the classroom as a place for investigative dialogue, having a structured dialectical perspective on the steps of questioning, instrumentation, catharsis and synthesis as the main didactic innovation. It relates competencies or expected capabilities in each area of knowledge, in the initial and final grades of elementary school and in high school.

CONCLUSION

Therefore, we conclude that the critical overcome education and the critical emancipatory proposals, defended by the Collective of Authors and by Elenor Kunz, respectively, must be represented in the basic curriculum of physical education in high school, because they reason of problems in the social context from the physical culture which suggests the emancipation of the individual through reflection and reconstruction of knowledge, which approaches the Critical Theory of Frankfurt School.

As changes observed in the new curriculum guidelines in relation to the earlier, we include: the focus on learning, the cross-cutting themes as essential elements in the curriculum, the teacher being seen as a mediator in the relationship and in the school environment, the need of evaluation in both process and product, and the student inserted as co-responsible in the process teaching and learning process. We also noticed a pedagogical context that already addresses problematizing issues of physical education, which seems to be the beginning of an overmastering and emancipatory education. However, we understand that the curriculum guidelines presented in this study are not enough, because we understand that it is necessary a much more critical perspective than that of motor learning, and the knowledge of the sport and the body and the competition that values only the winner. Instead, it is necessary to give less importance to competition for the purpose of overcoming and emancipation.

A physical education turned to emancipation, self-reflection and the student's autonomy is urgent. And one of the main attitudes of pedagogical praxis for the establishment of this framework is combating competitiveness, as this practice is massive and surpasses the activities related to critical and reflective education in schools. This competitiveness in schools, especially in high school, bases the ideology of modern society, however, what we do not realize is that the conditions of competition are unfair and satisfy the interest of a minority, able, privileged and owner of the means. We also think that to regard to the constitutive practices of physical culture as social practices, that answer certain social needs, surpassing a perspective look, is very important because the building of a more just, humane and equal society is also urgent.

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PHYSICAL EDUCATION AND HIGH SCHOOL'S CURRICULUM

ABSTRACT

This research aims to analyze the guidelines, guidelines and curriculum frameworks related to the teaching of Physical Education in public high schools in the state of Maranhão. The study seeks to provide a historical account of the methodology of teaching physical education and also as pedagogical guidelines related to the school curriculum include surpassing the critical and emancipatory critical approaches. The research appears as a case study, specifically, the Pedagogical Meeting of the Centro de Ensino Inácio Passarinho, in Caxias Maranhão state, occurred between days 27 and 28 February 2014, it was possible to understand that the overlapping between development, implementation and evaluation of the curriculum still requires reflections that relate to a more pedagogical do oriented to social, cultural and political reality of Maranhão State.

KEYWORDS: Curriculum. Education. Physical Education.

LE CURRICULUM D'ÉDUCATION PHYSIQUE AU LYCÉE

RÉSUMÉ

Cette recherche propose d'analyser l'orientation, la direction et les références du curriculum relatives à l'enseignement de l'éducation physique dans des collèges publiques de l'Etat de Maranhão. Ces études ont pour but de démontrer le parcours méthodologique de l'enseignement de l'éducation physique et aussi comment l'orientation pédagogique relative au curriculum scolaire comprennent les approches critique dépassant et critique émancipatrice. La recherche est une étude de cas, spécifiquement, le meeting pédagogique du Centre d'Enseignement Inacio Passarinho, à la ville de Caxias dans l'état de Maranhão, qui se déroulé entre le 27 et le 28 Février 2014, quand il a été possible de comprendre que la relation entre le développement, l'exécution et l'évaluation du curriculum demandent une réflexion relative à une pédagogie plus orientée vers la réalité sociale, culturelle et politique de l'état de Maranhão.

MOTS-CLÉS: Curriculum. Education. Education Physique.

EDUCACIÓN FÍSICA Y EL CURRÍCULO DE EDUCACIÓN SECUNDARIA

RESUMEN

Esta investigación tiene como objetivo analizar las orientaciones, directrices y referencias curriculares relacionados con la enseñanza de la Educación Física, como disciplina escolar, en escuelas secundarias públicas en el estado de Maranhão. El estudio busca presentar un recorrido histórico sobre la metodología de la enseñanza de la educación física y también como orientación pedagógica relacionada con el currículo escolar incluyen los enfoques críticos y emancipatorios. La investigación se configura como un estudio de caso, específicamente, el Encuentro Pedagógico del Centro de Enseñanza Inácio Passarinho – Caxias-MA, se llevó a cabo entre los días 27 y 28 de febrero, 2014, que fue posible entender la imbricación entre la preparación, ejecución y evaluación del currículo aún exigen reflexiones que se relacionan con una actuación pedagógica más orientada a la realidad social, cultural y política del Estado de Maranhão.

PALABRA CLAVE: Currículo Escolar. Educación. Educación Física.

A EDUCAÇÃO FÍSICA E O CURRÍCULO DO ENSINO MÉDIO

RESUMO

Esta pesquisa propõe analisar as orientações, diretrizes e referenciais curriculares relacionados ao ensino da disciplina Educação Física nas escolas públicas de Ensino Médio do Estado do Maranhão. O estudo procura apresentar um percurso histórico sobre a metodologia do ensino da educação física escolar e, também, como as orientações pedagógicas relacionadas ao currículo escolar contemplam as abordagens crítico superadora e crítico emancipadora. A investigação configura-se como um estudo de caso, especificamente, o Encontro Pedagógico do Centro de Ensino Inácio Passarinho da cidade Caxias - MA, ocorrido entre os dias 27 e 28 de fevereiro de 2014, em que foi possível entender que o imbricamento entre a elaboração, a execução e a avaliação do currículo ainda demanda reflexões que se relacionem a um fazer pedagógico mais orientado à realidade social, cultural e política do Estado do Maranhão.

PALAVRAS-CHAVE: Currículo Escolar. Educação. Educação Física.