

51 - THE CONCEPTIONS OF PHYSICAL EDUCATION AND THE BODILY PRACTICES EXPERIENCED BY SECONDARY SCHOOL – IFG LUZIÂNIA – STUDENTS.JORDHANNA THAYS DE SOUZA SANTOS¹;DAIANA PEREIRA BATISTA¹;ELIENE LACERDA PEREIRA²;

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INTRODUCTION

Physical Education is a pedagogical practice, according to Coletivo de Autores (2009), knowledge covered in the school is placed within a framework of philosophical, scientific, political and cultural references. This construction gives the name of paradigm. Different paradigms, therefore, result in different pedagogical practices. Some answers require a broader theorization about the foundations of physical education, eg: a) Physical education is education through physical activities; b) Physical education is education by movement; c) Physical education is performance sports; d) Physical education is movement education; e) Physical education is education about movement. It brings intentions, reflections and advances in relation to body culture in historical, political, economic, social, cultural and pedagogical context of physical education. This perspective, physical education takes on characteristics of education broadening their goal of training/physical fitness for contributing in the human formation of the human being (SOUZA, 2009).

To understand the process that goes to school physical education today, we seek to retake it to its historic trajectory to realize how laws, educational systems, pedagogical approaches and the production of knowledge interfere with the organization of their teaching practices. Each time physical education transits changes, now advances, now recedes, as the conceptions of teaching (PEREIRA, 2010).

Knowing a little more about this history, the presence of physical education in Brazil, Vago (1999) back to nineteenth century and claims that since this period physical education experiences a permanent process of rooting school, as there times pedagogical practices are present at school.

To Souza Júnior (2005a), physical education is evidenced around 1837 in the form of exercise, but only becomes mandatory in 1851 in primary schools in municipality of the court, under the influence of military and medical institutions. In 1882, Rui Barbosa recommends that physical education is the field of study at different times of recess and after school hours. At the beginning of twentieth century, in 1928, the proposed daily classes for all and compulsory arises.

Educational conflicts are evident between currents, trends and conceptions of education. Arise in the 70s the critical-reproductivist concepts in order to give more solidity to problems encountered in education, just as in physical education. With the education crisis in 80s, hence, the physical education struggled to find its identity.

The physical education passes obligatorily and facultatively, several interpretations in the course of its history, through physical training, the contribution to health, for control, the physical training and sportivization to get to today. The classes in school are experienced in many moments with basis in the paradigm of physical fitness and sportivization as models for physical education discipline. These remnants are presents on the floor of the school, ie, in the pedagogical practices of teachers who fail to pedagogically address this content. As are also inserted in the daily school culture geared to contemplate pedagogical trends, reflection, democratization of education related to conceptual, procedural and attitudinal dimensions.

Therefore, physical education as a curriculum component has several possibilities of bodily practices. Pedagogical practices of physical education, demonstrates strengths and weaknesses that may or may not be influenced the organization of pedagogical work of the institution.

JUSTIFICATION

This research is justified by its pedagogical approach and its social and cultural impact in relation to conceptions of teaching physical education that permeate the spaces frequented by young technical high school courses of Instituto Federal de Goiás – IFG – campus Luziânia, as well as bodily practices offered to them. Becomes important, in light of the social commitment of the school, as a cultural space, public and quality.

This study becomes relevant to know the intentions of the young people in relation to the physical education curriculum component. Therefore this part of the following research problem: What are the conceptions of physical education and what are the bodily practices experienced by secondary school students?

Emphasize the importance of progress in relation to the conservative and authoritarian conceptions, of traditional models of education, in pursuit of teaching conception of man and society.

GOALS

The overall goal is to analyze the conceptions of physical education, from the look of the high school students of the IFG – campus Luziânia – and offered and experienced by them on campus and others educational spaces bodily practices.

Specific objectives: identify the conceptions of physical education that are presents in high school and what your goal; Recognize the bodily practices and spaces where young people experience them; and Analyze the relationship between the design of teaching physical education and bodily practices.

METHODOLOGY

This study is characterized as a qualitative research, which provides direct and prolonged contact between the investigator and the situation being investigated, through fieldwork. According to André e Lüdke (1986), this investigation are presented and discussed in five basic features which embody this type of study: the natural environment as a direct source of data and the researcher is the main instrument; the discretion of the data; concern with the process and not the product; the meaning that people give to life and things are special focuses of attention of the researcher; and the analyzing the data tends to follow an inductive process.

The research was developed with students of integrated technical courses in IFG, Câmpus Luziânia. The instruments used were questionnaires to all with objective and subjective questions. After the distribution, completion and return of questionnaires, analysis of data from the cataloging of responses was made.

For the analysis of data we work with content analysis that Bardin (2004) refers to the organization of the analysis,

coding, categorizing, interference and computer processing.

From the questionnaires proposed, in the perspective of a qualitative analysis, the themes that will guide the interpretation and discussion of results were extracted:

- Meaning of physical education;
- Meaning of bodily practices;
- Discourse of physical education before entering the institute;
- Discourse of physical education after entering the institute;
- Conceptions about physical education should be addressed by physical education teachers;
- Reports on the experiences of different bodily practices.

FINDINGS

When we look at the title of the project and its purpose, the following problem arises: what do students understand or experience about physical education? What are the bodily practices experienced by them?

The research was developed from questionnaires administered in all classes and all periods of campus (buildings, computer, mechanical and chemical), totaling approximately two hundred questionnaires.

Initially the students, especially the first period, had difficulties in defining the physical education discipline, because the design they had before entering the institution was being rebuilt.

Students are unanimous in saying that prior to joining the institute, perceived physical education as the study of games and sports for the purpose of recreation, a way to escape the routine of others disciplines. One female respondent that all the girls were away: sportivization proof of physical education and the paradigm of physical fitness, where there is the constant study of sports and their rules, and even the process of selecting the apt, based on exclusion of unfit.

Some students showed the following problem: previous schools do not have adequate space for the experience of any bodily practices, classes are restricted to the classroom, reading long texts.

An student of third semester of mechanics said that physical education was fully reversible and is used by teachers of other disciplines. His teachers claimed that only participate in activities that students behave in other classes, since the physical education class was the class play.

After entering the institute, the students of the first period felt the strong contrast between the experiences of physical education past and current experiences. Despite being in the initial phase of construction of knowledge, students said they found an aid in understanding the context in which they operate practical experience that, being showed by teachers how they should play such activity, why perform it and the relationship between physical education and aspects of culture. The students also cited the further exploration of the themes of physical education (sports, games, dancing, wrestling and gymnastics).

In the second period, beyond the depth study of themes, students perceived physical education as a discipline that includes the study of body and mind. These students believe that physical education classes have been "unsportivization" physical education, bringing it to an anthropological perspective. Conceptions of students of in third and fourth period approaching: mostly attributed to it an amount was previously nonexistent; they understand the physical education don't be restrict to movement study, but also based on cultural and philosophical aspects, leaving the work of individuals as biological, but as a being endowed with critical thinking and ability to explore diverse content. More time we realize the impregnation of sport in physical education when some students reported that before, the classes were more interesting and productive.

We asked the students if the social and cultural issues influencing to the physical education; many did not respond, perhaps because they have not understood the purpose of the question. Others understand that different cultural constructions are present in class and contribute to the growth of the group.

The second and third period agreed on ways of influence; students of the second period brought an interesting example: games each region. If we observe indigenous children and children of a metropolis playing marbles, the variation in achievement and the goal of the game is obvious: while the children of metropolis, influenced by the capitalist mode, aims competition, where the end game is to win or failure. The cooperation of indigenous tribes there is not present in the society of large cities, because even if the competitiveness is empirical, the extension that the child absorbs a culture with exaggerated level of competitiveness, this construction turns out to look natural. This leads us to realize that culture influences not only in studies but also in thinking and acting of each, nullifying the natural instincts as it becomes a social being.

The classes of fourth period of chemical and computer courses believe that social and cultural issues as well as in all areas of knowledge, emphasizing economic aspects. Already in mechanic course, was reported that these issues are of no concern; we believe that this happened because they did not give due importance to this research instrument.

The question that elicited fewer responses were questions about bodily practices; one reason is the first contact with this term have happened at the institute. Before, they only play some games. Bodily practices are present in the daily lives of all of us, but the lower part of the students had this perception.

What all these conceptions, what theme that really should be addressed in physical education classes? On CBC (common basic content) of physical education, learning contents structuring and identify this area of knowledge as a curriculum component, are organized into themes, namely: sports, games, gymnastics and expressive movements. Each theme is built by a knowledge network, called headings. Headings in turn are subdivided into topics. Each topic is understood as the smallest unit of teaching to be crafted in the classroom. In addition, teachers have the freedom to explore other topics, to contribute to the school in defining additional content, in other words, those that are not included in the CBC and are considered important, from the analysis of the characteristics of the regional community, the conditions offered by the school, the workload and, mainly, the needs and interest of students. It is noteworthy that the body and pleasure are knowledge are to be included in all themes (VAGO, 2000).

The 2nd and 4th grades of the mechanics classes believe that in physical education classes various sports practices should be learned, as well as its rules; other classes of 4th period classes the 3rd period and still the class of the 2nd period of computing, suggested that aspects of integration "man world" must be learned by engaging in bodily and social issues and their interactions; also believe that should be addressed bodily practices, the timing of body and mind without privileging one of them, the fun, the interaction / cooperation between students and historical knowledge geared to Physical Education. The class in which his views were closer proposed by the CBC was the 2nd semester of the chemistry, stating that the goals of physical education classes should be the knowledge of the body and movement, as well as deepening concerns the themes. Students of 1st period believe that the role of physical education is to stimulate the experience of bodily practice, sports practice and the community; should also, according to students, are transmitted knowledge about body and health as well as the inclusion / integration of all students and the fun.

Regarding bodily practices they reported that it was any practice that uses the body as an instrument, with or without a

specific purpose. The most discredited examples were sports, dances, games and pranks, fights and gymnastics. Realize clearly that students tickets in the first period of the middle / technical education still associate body for sports practices, which will be evident when asked about the practices they experience, practices cited only sports, like football and volleyball.

Realized in the questionnaires of the 3rd and 4th period a more elaborate design on the concepts of bodily practices, showing a break with esportivista aspect, which we believe to have happened because of classes taught holistically, bringing a more elaborate design, breaking, thus this bond with such a conception.

The lived body practices by students have their nuances according to the period: students of the 4th period in general practice in fitness gyms; already students of 3rd period beyond gyms brought sports gyms in the city and in the institute hall. Most students of 2nd period did not experience any bodily practice beyond the proposals in Physical Education. In the first period we have reports of students who experience various activities in gyms, such as dances, strength and conditioning, and even a portion of the students who do not have the opportunity to experience different from those discussed in class body practices, as well as students of 2nd period. We also observed that the vast majority of students who did not experience any kind of bodily practice, claim not to have enough time, since integrated with the technical education high school directly implies a load of tiring studies and that often leaves them overworked students. This happens more with students from 1st and 2nd period, due to the course being taught holistically lasting only 3 periods.

CBC-informed proposals in Physical Education, Physical Education in the definitions analyzed, we can conclude that physical education has been approached in the correct way, and from this study, the school community will realize this because we believe that the misconceptions of students is due to not access what should be the content covered in class.

We extracted an excerpt from the work of SOUZA JR, KNOWLEDGE AND DO TEACHING PHYSICAL EDUCATION IN SCHOOL CULTURE, (1999) p. 9, to clarify to students the role of physical education as a critical-reflective do:

"Moving away from the first pole and approaching the second, there are several indicators that point to the establishment or acquisition of a concern in an organization creates opportunities for students thinking about a specific knowledge, favoring Physical Education and contributing pedagogical reflection of this student. Activities, tasks, responsibilities of the students are not just run, play, play, exercise. This is configured as making essential procedures to critically reflect the knowledge brought by a certain element of physical culture, in case the game, understanding it conceptually. Recognizing that theoretical activity (knowledge) and only exists as a result of a practical activity (do), I say, from this study, that the pedagogical action of physical education must, even through body experiences, help systematize perceptions, representations and elementary concepts brought by students toward elaborations of explanations, generalizations, summaries increasingly aware and consistent against a particular scientific field."

The Physical Education curriculum component then arises as from the moment it ceases to be just another school subject constituted by law and shall provide the student with a reflection on cultural issues, contributing to the formation of the student as being critical and cultural bolstering not only technologic aspects of these students.

FINAL THOUGHTS

We intend to contribute to the understanding of a transformative critique Physical Education, reflective, reflecting on their pedagogical actions and at the same time, the body practices offered by IFG and other spaces in the city.

We serve our goals precisely, we saw where teachers can make improvements, and cataloged the perception of students in secondary education from the federal Institute of Goiás (periods between 2010 and 2013) on physical education, sports and bodily practices. We further hope that our project has benefits for the institution and for the community.

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THE CONCEPTIONS OF PHYSICAL EDUCATION AND THE BODILY PRACTICES EXPERIENCED EXPERIENCED BY SECONDARY SCHOOL – IFG LUZIÂNIA – STUDENTS.

ABSTRACT

This Project arises from the arising problems in the physical education course in high school. From this perspective we started from the following question: What are the conceptions of physical education and what are the bodily practices experienced by secondary school students? This research is to analyze the general conceptions of physical education, from the look of the high school students of the IFG – campus Luziânia – and offered and experienced by them on campus and others educational spaces bodily practices. Specific objectives: identify the conceptions of physical education that are presents in high school and what it's your goal; Recognize the bodily practices and spaces where young people experience them; and Analyze the relationship between the design of teaching physical education and bodily practices. Research was completed in a timely manner, was used as the survey instrument. They were distributed, filled by all classes. Subsequently made a content analysis according to Bardin (2004). As a result, we identified the understanding that young people have about their physical education and bodily practices. This sense, we intend to contribute to critical, reflective and transformative pedagogical practice in the form of discipline on campus and the valuation of the same in others teaching spaces.

KEYWORDS: physical education, bodily practices, young people.

LA CONCEPTION DE L'EDUCATION PHYSIQUE ET DU CORPS DE PRATIQUE SUBIE PAR LES JEUNES MIDDLE SCHOOL DE IFG – CAMPUS LUZIÂNIA.

RÉSUMÉ

Ce projet résulte de problèmes qui se posent dans le sujet de l'éducation physique à l'école secondaire. Dans cette perspective, nous partons de la question de problème suivant: quelle est la conception de l'éducation physique pour les jeunes élèves du secondaire sur le campus Luziania et quelles sont les pratiques qu'ils ont vécus corps? Cette recherche vise à analyser les concepts de l'éducation physique, de l'apparence des élèves du secondaire de l'IFG - Campus Luziania - et des pratiques corporelles offerts par eux et vivaient sur le campus dans d'autres espaces d'apprentissage. Objectifs spécifiques: Identifier les concepts de l'éducation physique qui sont présents à l'école secondaire et votre objectif; Reconnaissant pratiques corporelles et des espaces que l'expérience des jeunes et ; Analyser la relation entre la conception de l'enseignement de l'éducation physique et des pratiques corporelles. La recherche a été complétée en temps opportun à l'aide du questionnaire comme outil. Ils étaient distribuer, rempli par toutes les classes, sont recueillies et ensuite passé à travers l'analyse de contenu, selon Bardin (2004). En conséquence, nous avons identifié la compréhension que les jeunes ont de leur éducation physique et des pratiques corporelles. En ce sens, nous avons l'intention de contribuer à la pratique pédagogique critique, de réflexion et de transformation dans la forme de la discipline dans le Campus et ce sens, nous avons l'intention de contribuer, et et l'appréciation critique de réflexion de la même dans d'autres espaces d'apprentissage.

MOTS-CLÉS: l' éducation physique. pratiques de corps. young.

EL DISEÑO DE LA EDUCACIÓN FÍSICA Y EL CUERPO DE PRÁCTICA EXPERIMENTADO POR YOUNG MIDDLE SCHOOL DE INSTITUTO FEDERAL DE GOIÁS - CAMPUS LUZIÂNIA.

RESUMEN

Este proyecto surge a partir de los problemas que se plantean en la asignatura de Educación Física en la escuela secundaria. En esta perspectiva se parte de la siguiente pregunta problema: ¿cuál es la concepción de la educación física para los jóvenes estudiantes de secundaria en Luziânia campus y cuáles son las prácticas que experimentaron cuerpo? Esta investigación tiene como objetivo analizar los conceptos de Educación Física, de la mirada de los estudiantes de secundaria de IFG - Campus Luziânia - y las prácticas corporales ofrecidos por ellos y vivían en el campus en otros espacios de aprendizaje. Objetivos específicos: Identificar los conceptos de educación física que están presentes en la escuela secundaria y su objetivo; Reconociendo las prácticas corporales y espacios que los jóvenes los experimentan; y analizar las relaciones entre el diseño de la enseñanza de la educación física y las prácticas corporales. La investigación se completó en tiempo y forma mediante el cuestionario como instrumento. Eran distribuir, lleno por todas las clases, se recogen y posteriormente pasó a través de análisis de contenido, según Bardin (2004). Como resultado, hemos identificado el entendimiento de que los jóvenes tienen sobre su educación física y las prácticas corporales. En este sentido, tenemos la intención de contribuir a la práctica pedagógica crítica, reflexiva y transformadora en la forma de la disciplina en el Campus y la recuperación de la misma en otros espacios de enseñanza.

PALABRAS CLAVE: educación física. prácticas corporales. joven.

A CONCEPÇÃO DE EDUCAÇÃO FÍSICA E AS PRÁTICAS CORPORAIS VIVENCIADA PELOS JOVENS DO ENSINO MÉDIO DO INSTITUTO FEDERAL DE GOIÁS - CÂMPUS LUZIÂNIA.

RESUMO

Este projeto surge a partir das problemáticas surgidas na disciplina Educação Física no ensino médio. Nesta perspectiva partimos da seguinte questão problema: qual é a concepção de Educação Física para os jovens estudantes do ensino médio do câmpus Luziânia e quais são as práticas corporais vivenciadas por eles? Esta pesquisa tem como objetivo analisar as concepções de Educação Física, a partir do olhar dos estudantes do ensino médio do IFG - Câmpus Luziânia - e as práticas corporais oferecidas e vivenciadas por eles no câmpus em outros espaços pedagógicos. Como objetivos específicos: Identificar as concepções de Educação Física que estão presente no ensino médio e o seu objetivo; Reconhecer as práticas corporais e os espaços que os jovens as vivenciam e; Analisar as relações entre a concepção de ensino da Educação Física e as práticas corporais. A pesquisa foi concluída em tempo hábil utilizando como instrumento o questionário. Os mesmos foram distribuímos, preenchidos por todas as turmas, recolhidos e estão posteriormente passaram pela análise de conteúdo, segundo Bardin (2004). Como resultado, identificamos o entendimento que os jovens têm acerca da Educação Física e suas práticas corporais. Neste sentido, temos a intenção de contribuir de forma crítica, reflexiva e transformadora na prática pedagógica da disciplina no Câmpus e valorização das mesmas em outros espaços pedagógicos.

PALAVRAS-CHAVE: educação física. práticas corporais. jovens.