

25 - PHYSICAL EDUCATION SERIES IN EARLY ELEMENTARY SCHOOL: AN EXPLORATORY STUDY

JOSIENE DE LIMA MASCARENHAS
UNIVERSIDADE BANDEIRANTE DE SÃO PAULO – UNIBAN –
SÃO PAULO/SP- Brasil
josienelima@yahoo.com.br

INTRODUCTION

School knowledge has been organized into areas or curricular components that have characteristics, circumstances and goals themselves, which should be clearly defined (CHERVEL, 1990). They constitute a body of expertise, articulate and organized, expressed in the form of ideas, facts, principles, concepts, skills or abilities, norms, attitudes and values (SAVIANI, 1997).

In general, the curriculum components (Portuguese, Mathematics, Geography, History, Arts Education and Physical Education) must have a complex of organized knowledge and appropriate learning, always guided by the general objectives of the area (COLL, 1997).

However, the physical education course on which this paper investigates is analyzed in several studies (Almeida, 1993, LIMA, 2003; Mariz de Oliveira, 1991), as not having met these requirements, because their teachers have given countless goals, not always specific and not clearly drawn (BETTI, 1991). The physical education classes are characterized as a group of activities, brought together unregulated (Carmo, 1987), which often presents no theoretical or are guided only in the physiological and growth and development, unrelated to reality students outside of school. There is a predominance of recreational or sports activities with an end in themselves, selected without predefined goals, and without consideration of the knowledge to be learned (CISNEIROS, 1995).

Researchers in physical education, and Castellani (1998) and Moreira (1991), have been devoted to detect and clarify the problems of this curricular component. Others, such as Tani, Manoel, Pratt & Kokubun (1988), Pepper (2000), Nery (2001) and Lima (2002), have sought to contribute to the area, searching for some solutions to the problems encountered, including proposals for approaches to education physics at school. These works bring countless contributions to the organization of curricular component, possessing a body of knowledge organized and relevant to be learned as a result of lessons developed as emphasizes Chervel (1990).

And this "crisis" of physical education is visible mainly in schools in first and second cycles of basic education and reason, according to Lee (2002), was that the physical education classes were taught by a professional, but by classroom teachers (teachers who teach classes for the first four grades of elementary school) who did not always have real meaning in physical education classes and field on the implementation of a quality physical education. However, the strengthening of the discussion on the allocation of physical education classes in early grades of elementary school resulted in the 2nd Forum of Teachers of Physical Education in the city of Sao Paulo on September 27, 2002. At that meeting, it was emphasized that since the year 2003, the classes should be targeted at professionals. And in fact this change occurred, the physical education professionals are accountable for physical education classes from 1st to 4th grade elementary schools in São Paulo state, whose workload is 5 hours of instruction per período¹.

With this change the question we mobilized to develop this research was: How is being carried out physical education classes for professionals in the early grades of elementary school?

While specialist teachers have been taking these classes, many questions arise such as to justify the change. The objective of this work is to collect and analyze the opinion of some teachers, specialists and classroom teachers who teach in the first four grades of elementary school, as well as coordinators and directors of education, the question presented above.

METHODOLOGY

This is an exploratory, qualitative, it allows the composition of a diagnosis of the situation investigated, and allows removal of opinions among professionals who have practical experience on the problem to be studied.

For data collection interviews were conducted in order to maintain always a degree of interaction with the situation studied in addition to explore the issues, clarify the problem studied the phenomenon in context and explaining its links (André, 1995).

These interviews were conducted in 6 schools in the state of Sao Paulo located in the south of Sao Paulo, in neighborhoods of the poor. The subjects interviewed were 8 specialist teachers in physical education, 8 classroom teachers and 6 coordinators and directors, who had available time to complete the interview.

IDENTIFYING SUBJECTS

SCHOOL I - was interviewed a physical education teacher trained for 7 years and also teaches for 7 years, a teacher trained in teaching multi-purpose 20 years and also teaches for 20 years. **SCHOOL II** - was interviewed two physical education teachers who are trained and give lessons for 6 years, two teachers formed a multi-purpose 31 years in teaching and one year in pedagogy and teaches for 27 years, the other is formed 16 years ago in teaching and one year in pedagogy and classroom for 10 years. **SCHOOL III** - The only physical education teacher who attended the news is already trained for 8 years and has taught courses for 12, this school has been working for five years teaching classes for 5th to 8th grade. A teacher multipurpose formed 5 years in teaching and one year in pedagogy. **SCHOOL IV** - Only one physical education teacher, which was interviewed, is responsible for teaching classes for all grades of primary school, he is trained for 8 years and classrooms for 10 years, a teacher for 14 multi-formed years in teaching and who also teaches classes for 14 years. **SCHOOL V** - Only one of the two physical education teachers who work at this school was interviewed, she is trained for 23 years teaching classes the same time. We also interviewed a teacher multipurpose formed 17 years ministering class also 17 years. **SCHOOL VI** - The two physical education teachers who work in the school were interviewed, one is two years and trained for 6 years has taught courses, the other is 6 years after graduation and taught courses for 9; also two classroom teachers trained for this one 12 years in teaching and 1 year in acting pedagogy in education for 12 years, the other is formed 16 years ago in teaching pedagogy and attending classes for 16 years.

PROCEDURES

The interviews were semi-structured, with a script of open questions, in order to provide the researcher with detailed information about the object of research (TRIVIÑOS, 1992). These interviews were conducted at the school in which the subject work. All schools are located in the southern city of Sao Paulo. Was used for the interviews, a tape recorder, with the knowledge of respondents, it was possible to collect all possible information from them.

They were made within two weeks from May to June 2003. Was visited by a school day and conducted interviews on average 3 per day lasting 10 minutes each. Issues of the script used to obtain information in order to examine the management of physical education class taught by your healthcare professional.

From the results of the interviews was conducted to analyze the data, which consisted of a first reading of the entire material, then these results were interpreted in the light of the theoretical observed in early labor (André, 1995) the following category : Management of physical education classes by the professional: To analyze the management of physical education classes for their expert, seeking views of classroom teachers, directors or coordinators and the teacher's own expert.

RESULTS AND DISCUSSION

The management of physical education classes taught by its staff, in the view of school personnel.

None of the physical education teachers interviewed had some experience before teaching classes on physical education. They report that started the race.

Prof. ed. Physics 1 - II school *I had no experience, got in the race.*

Prof. ed. Physics - School III No. *had no experience, only a willingness to teach.*

Among other globalization and rapid development of the world of work require constant updating of professional training and adapting practice developments. In the teacher education work requires a channel of communication with the student, and that this channel is selected with the knowledge to participate in this communication should also be constantly updated (Carmo, 1987).

The teachers interviewed, when asked about their upgrade, they admit its importance, but most have not participated in any course.

Prof. ed. Physics - III school *never did any training course and that the State had not been able to do.*

Prof. ed. Physics 2 - VI school *is very important to recycle, to update, I have not done any, but I want more forward. I also finished my degree right.*

Only two teachers interviewed bother to upgrade.

Prof. ed. Physics - School IV *I did several courses with the Department of education, courses called training. I've done two this year, I think very important, so I participate.*

Prof. ed. physics - V school *I think is a must, the teacher has to invest in it, even if you have to pay. I never stopped studying and all teachers should be. Currently do a course at USP Methodology of teaching art and construction of body movement.*

According to Ferraz (2000) of the teaching practice requires a teacher of academic knowledge (facts and theories), a knowledge of procedures for teaching - and teaching knowledge that is to manage the available information and make it fit strategically to the specific context of the educational situation, without losing sight of the objectives outlined.

By taking charge again for physical education classes of the first four grades of elementary education experts interviewed for the most part did not bother to update itself, which was necessary since the first time these teachers are working with this age group.

When it comes to teaching preparation is crucial, without it the transmission of knowledge becomes obscure and impaired (Freire, 1999). Therefore, to achieve the necessary knowledge to manage a classroom takes time experience, but also the theoretical knowledge together to accomplish the educational objective.

One of the issues professionals responded was about the planning of their lessons. Most teachers are reports that the lesson plan and the annual change day to day.

Prof. ed. Physics - III school in the HTPC *I plan annually and modify the day.*

Prof. ed. physical - I did the IV school *lesson plan year, and always adapted to the classes if necessary.*

Prof. ed. Physics 1 - II school *I read a lot. Looking to learn tricks, games. I plan my classes the day before.*

Others say that in addition to annual planning plan one week in advance.

Prof. ed. Physics - I plan to school every week to be planning more updated. And always with different classes for each grade.

Prof. ed. Physics 2 - II *I search for school books, all my classes has goal, middle and end. Preparation my day to day teaching plan.*

Prof. ed. Physics - School V in the HTPC *do the lesson plan each week based on it and prepare my lessons.*

Like any discipline, important classes of physical education is to raise awareness among teachers of these classes shall be conducted responsibly and with purpose, not merely to run.

According to Aguiar (1996), the Physical Education classes should follow a full plan before its implementation. It is necessary to diagnose the goals, age, timeline, duration, intensity and other variables important to develop with this motor skills, cognitive and emotional children.

Thus education should be given in a democratic way and not be content to pass information on penalties in the style of banking education so criticized by Paulo Freire (1975), but lead students to want to learn and learning quality.

Some classroom teachers report that they are satisfied with the lessons that physical education professionals are giving up and praise.

Prof. versatile - I school *classes are great, sensational teachers, great teachers, prepare lessons and provide continuity in what you do. It's been great.*

Prof. versatile - IV *The school teacher is very good, caring, competent even. The students love it. They welcomed these classes, there are always the most timid, but even they are accustomed.*

However, a teacher tells his multipurpose dissatisfaction with the physical education classes that their students are receiving.

Prof. versatile 1 - School II *"I think the teacher is a little unprepared, is still used to the gym, the language, the way is not yet appropriate to age. He has skill, may still be early in the second half he will be better"*

Both the content and language, posture and attitude to be taken are different from one grade to another. Teachers interviewed for the first time are giving lectures to students of the first four grades of elementary school.

Ferraz (2000), says that continuing education can contribute to the provision of information relevant to the

modification and improvement of training curricula, however, neither the experts nor the state government of São Paulo were concerned with such training through the allocation classes physical education to their professionals.

For classroom teachers of physical education teachers have a great relationship with the students. However, in their reports did not find jurisdiction, because only satisfaction was reported by the students tuition. In this sense, satisfaction with physical education classes demonstrated by the students and reported by classroom teachers can not be regarded as resulting from a competent job, because this feeling will not be considered difficult during physical education classes because it is a dynamic class pleasant, no matter who the ministers.

Prof. versatile 2 - II A school teacher is great, it's activity that has purpose. It exercises that exercise gross motor skills and fine. I could see having children having difficulty in the classroom and has the court and vice versa, and that the classes help in learning the lessons in class. The teacher is "10" she works nutrition and we also here in the classroom.

Prof. versatile - IV *The school teacher is very good, caring, competent even. The students love it. They welcomed these classes, there are always the most timid, but even they are accustomed.*

Prof. versatile 2 - VI *school classes have been good, the teacher is patient, we always play games that help in development that I'm doing now know how teaching is important for children to play. I have 10 year old kid who did not jump rope and he learned.*

Most classroom teachers interviewed attributed importance to the presence of a specialist degree in physical education to implement physical education classes at primary school. Even blame the government for the neglect of discipline. The arguments revolve around the increased knowledge and competence of the expert.

However in their reports do not describe competence in classes taught by specialists but pleased that someone had taken a class that has long troubled them. One of the teachers multipurpose vented who could not teach these classes responsible for lack of knowledge and now professionals are developing - the well.

Prof. Polyvalent 1 - II *school is important, especially when coordinated, as it is now.*

When we got on the physical education classes they were not good, because we do not have adequate knowledge. It is also because they play and the physical exercise.

Lima (2001) makes clear the lack of preparation of polyvalent teacher because of poor training in the pedagogy course that formed. However, if these courses were supplied by providing the formation of a sense about the function of the content of these physical education teachers would be able to work in that area as in others, would be able to teach physical education classes as well as minister of mathematics, Portuguese etc..

Freire (1999) discusses the question of who should teach physical education classes in the four first grades of elementary school, whether it is professional or teacher versatile. It concludes that the workspace should be one that has more than prepared to occupy it. The discipline of physical education as any other can not be passed on to a professional before you determine their competence to administer it. And that power includes mainly knowledge about the discipline.

According to reports in the first half to around the professional physical education for school 1st to 4th grade of elementary school has been good. The behavior and the lessons of physical education teachers in general have been praised by classroom teachers. However, through the interviews can not be said that there is quality in physical education classes, but feels the relief of polyvalent teacher no longer be responsible for these classes and also relieve the directors have a more professional and not at school more worrying about physical education.

Physical education in school should have a role in the school as any other discipline and be charged with her and a professional educational role, defined in the curriculum, as required of other disciplines and their teachers.

CONCLUSION

The physical education professionals interviewed, most of them are trained and administer classroom for less than 9 years and began teaching with only the travel experience and has not attended any refresher course that contributes to the enrichment classes that teach.

With this information, you can put in doubt the experts interviewed are prepared to take responsibility for teaching, for the State of São Paulo they never give lessons to these series as since 1991, 12 years ago, the classroom teachers are taking these classes. The reports of some classroom teachers help us get to this evidence when asked about the physical education classes taught by specialists.

The classroom teachers attach great importance to the presence of a specialist in physical education classes due to their preparation, however, in their reports do not describe or suggest the ability of these teachers, but they show great satisfaction from these lessons have another controller. There is research-such as Lima (2001) that classroom teachers are not able to take responsibility for physical education classes because they are not prepared. However, to take responsibility again for physical education classes the experts interviewed, most of them also are not concerned in preparing to assume this new role, the main point that will differentiate the lessons taught by classroom teachers. We suggest that in another study the lessons of expert teachers are observed and analyzed to further clarification for the issues raised in this work.

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Josiene de Lima Mascarenhas
 Road 12A, 336 - Joint South - Park 10 - Manaus / AM
 Tel: 92 – 38773055; 92 - 81163437.
 e-mail: josienelima@yahoo.com.br

PHYSICAL EDUCATION SERIES IN EARLY ELEMENTARY SCHOOL: AN EXPLORATORY STUDY ABSTRACT

The central concern of this exploratory qualitative claims in collecting and analyzing the opinion of some expert teachers and class teachers who instruct the 1st to 4th grade education, so as coordinators and school principals. The goal is to evaluate the action of specialist teachers in these series. 8 teachers were interviewed experts in physical education, 8 classroom teachers, 6 coordinators and directors of 6 schools in the state public school located in the south. The interviews did not reveal the quality classes taught by specialists. In so far have taught classes only for students in the later series of elementary school these professionals had difficulty in the courses for the first grades of elementary school. The classroom teachers, coordinators and directors interviewed said the importance of having a professional school health, however, show that these classes are being offered with quality. In this sense, the data obtained from the experts interviewed pointed to the need for refresher courses in continuing education and a more integrated with the school staff so that they can take with quality, physical education classes in early grades of education fundamental, so that they fulfill their true purpose, main point that will differentiate the lessons taught by classroom teachers.

WORD - KEYWORDS: Versatile Professional Physical Education Teacher. SÉRIE DE L'EDUCATION PHYSIQUE AU

DEBUT DE L'ÉCOLE ÉLÉMENTAIRE: UNE ÉTUDE EXPLORATOIRE RÉSUMÉ

La préoccupation centrale de cette réclamations exploratoire qualitative dans la collecte et l'analyse de l'avis de certains experts et les enseignants titulaires de classe qui instruisent le 1er à l'éducation de 4e année, de sorte que les coordonnateurs et les directeurs d'école. L'objectif est d'évaluer l'action des enseignants spécialisés dans ces séries. 8 enseignants ont été interrogés des experts en éducation physique, 8 enseignants, 6 coordonnateurs et des directeurs de 6 écoles dans l'état des écoles publiques situées dans le sud. Les entretiens n'ont pas révélé les classes de qualité dispensés par des spécialistes. Dans la mesure où ont enseigné à des classes exclusivement pour les élèves de la série plus tard de l'école primaire ces professionnels avaient de la difficulté dans les cours pour les premières classes du primaire. Les enseignants en classe, des coordonnateurs et des directeurs interrogés ont affirmé l'importance d'avoir une école professionnel de santé, cependant, montrent que ces classes sont offertes avec la qualité. En ce sens, les données obtenues par les experts interrogés ont souligné la nécessité pour les cours de perfectionnement en formation continue et une approche plus intégrée avec le personnel de l'école afin qu'ils puissent prendre avec de la qualité, les cours d'éducation physique dans les premières années de l'enseignement fondamentaux, afin qu'ils remplissent leur mission véritable, le point principal qui permettra de différencier les leçons enseignées par des professeurs en classe.

WORD - MOTS-CLÉS: polyvalent professionnel Professeur d'éducation physique.

SERIE DE LA EDUCACION FISICA EN LA PRIMERA ESCUELA PRIMARIA: UN ESTUDIO EXPLORATORIO RESUMEN

La preocupación central de este reclamaciones de exploración cualitativa en la recogida y el análisis de la opinión de algunos profesores expertos y profesores de clase que enseñan a la 1ª a la educación de 4to grado, así como coordinadores y directores de escuela. El objetivo es evaluar la acción de los profesores especializados en estas series. 8 profesores entrevistar a los expertos en educación física, 8 maestros, 6 coordinadores y directores de las 6 escuelas en el estado de las escuelas públicas situadas en el sur. Las entrevistas no puso de manifiesto la calidad de las clases impartidas por especialistas. En la medida han impartido clases sólo para los estudiantes en la serie después de la escuela primaria de estos profesionales tenían dificultad en los cursos para los primeros grados de la escuela primaria. Los maestros, coordinadores y directores entrevistados dijo que la importancia de tener una escuela profesional de la salud, sin embargo, muestran que estas clases se ofrecen con

calidad. En este sentido, los datos obtenidos de los expertos entrevistados señalaron la necesidad de cursos de perfeccionamiento en la educación continua y más integrada con el personal de la escuela para que puedan tomar con la calidad, clases de educación física en los primeros grados de la educación fundamentales, para que éstas cumplan su verdadero propósito, el punto principal que diferenciará las lecciones enseñadas por maestros de aula.

WORD - PALABRAS CLAVE: versátil Profesional de Educación Física Maestro.

A EDUCAÇÃO FÍSICA NAS SÉRIES INICIAIS DO ENSINO FUNDAMENTAL: UM ESTUDO EXPLORATÓRIO RESUMO

A preocupação central dessa pesquisa exploratória de caráter qualitativo sustenta-se em coletar e analisar a opinião de alguns professores especialistas e de classe, que ministram aulas de 1a a 4a série do ensino fundamental, assim como de coordenadores e diretores de escola. O objetivo é o de verificar a atuação do professor especialista nessas séries. Foram entrevistados 8 professores especialistas em educação física, 8 professores polivalentes, 6 coordenadores e diretores de 6 escolas da rede estadual paulista localizadas na zona sul. As entrevistas não evidenciam qualidade nas aulas ministradas pelos especialistas. Por até então terem ministrado aulas somente para alunos das séries finais do ensino fundamental esses profissionais apresentaram dificuldade para ministrarem as aulas para as primeiras séries do ensino fundamental. Os professores polivalentes, coordenadores e diretores entrevistados relatam a importância de ter um profissional da área de saúde na escola, contudo, não evidenciam que essas aulas estão sendo ministradas com qualidade. Nesse sentido, os dados obtidos junto aos especialistas entrevistados apontam para a necessidade de cursos de atualização em formação continuada e um trabalho mais integrado com a equipe escolar para que os mesmos possam assumir, com qualidade, as aulas de educação física das séries iniciais do ensino fundamental, para que as mesmas cumpram o seu verdadeiro fim, ponto principal que o diferenciará das aulas ministradas pelos professores polivalentes.

PALAVRA – CHAVE: Polivalente, Profissional de Educação Física, Professores.

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