33 - REFLECTIONS CONCERNING THE CONTENTS OF THE SCHOOL PHYSICAL EDUCATION

CLARISSA LEITE BLANCO; MARIÂNGELA DA ROSA AFONSO
PHISICAL EDUCATION SUPERIOR SCHOOL
(ESCOLA SUPERIOR DE EDUCAÇÃO FÍSICA/UFPEL) PELOTAS/RS- BRASIL
clarissa.blanco@bol.com.br

INTRODUCTION.

This work search to do a reflection on the contents worked in Physical education classes. It is a research recently accomplished with fundamental teaching teachers of the municipal teaching net of a Pelotas city neighborhood.

The Physical Education while pedagogic practice, needs urgently to elaborate its action plan based on the real meaning of to problematize and to reflect about the organization complexity and about Physical Education's knowledge systematization, with contents and inherent themes related to the Brazilian's school reality (Bracht 1999).

Agreeing with this author Freitas (1999), he argues that the Physical education, to develop pedagogic actions needs to recover its specificity, draw up its contents again, to assume social commitment inside of the school helping the subjects' interrelations. One of the elements of great importance in the school's practices elaboration and in the spaces' reconstruction in Physical education classes is exactly in the understanding that each subject has regarding his/her pedagogic act and the responsibility that he/she assumes while educator.

The content of the school Physical Education is the fundamental element for its legitimating. Corrêa et all (1999), based on Bracht (1992), affirms that the content that is worked in the school Physical Education has been determined by medical, military and sport institutions.

The school Physical Education, to get their education objectives, it can be used of several contents, such as the game, the dance, the fight, the gymnastics. However, the sport is the content that prevails (Neuenfeldt 1999).

Contents :

Molina Neto & Molina (2001), emphasize that are noticed, among the teachers, a great anxiety and strong uncertainty related to the specificity of the contents of Physical Education classes: what to teach, which activities to select, which knowledge to privilege, among others.

It is teacher's responsibility to develop the contents in a planned way, with objectives, methodology and evaluating the student's learning, in way to offer through the most varied movement forms, the student's possibility to grow with conscience of their physical capacities, with knowledge on his/her body and on the benefits of the Physical Education for his/her life (Oliveira & Veraldo 1991).

The National Curricular Parameters (PCNs) (1998, p.68) point out in its text the form as the Physical Education contents can be worked and it separate them in three blocks: Sports, games, fights and gymnastics; Rhythmic and expressive activities; Knowledge about the body.

For Loeks (1993), the Physical education teachers should elaborate the cultural contents together with students, because they know what is necessary to their reality. Thus the teacher should ask herself/himself if the worked content is integrated to the student's social reality.

The whole teaching method or methodology expresses a global understanding of the society's educational process. The methodology refers to the method of each teacher's work. Thus the principles of the content's selection send to the need to organize and to systematize it based on some methodological principles, linked to the form how they will be treated in the curriculum as well as to the logic with that they will be introduced to students. (Libâneo, 1992; Soares et all ,1993).

Oliveira & Veraldo (1991), remind that the contents are more than a selection of several sport areas, they are constructions, knowledge, experiences that interfere in the maturation and in the student's socialization, for that the themes of the contents should look for the understanding that each one of the movement ways will present different expressions. Therefore the contents should be in permanent evolution and evaluation according to the social realities and they should not be specific of each series but they should constitute themselves in a referential for learning continuity.

The sport as a main element

It is well-known the power that the sport exercises on the people, and that is reflected in the Physical Education classes, or more precisely on the contents worked by teachers.

The main limitation of the current projects of school Physical Education is their exaggerating "sports", that it is one of the main causes of our students' illiteracy in other practices of the movement culture as the popular games, dances, gymnastics, fights among other (Vague 1997).

Kunz (2000) argues that only when the "body" and "movement" concepts were defined according to their contribution to education and to the youth's development, it can be resolved how and with aim the sport can become teaching object in the Physical Education.

In studies accomplished with teachers of the teaching municipal net in the Pelotas city Afonso et all (1996), verified that in the participant teachers' opinion, in most of the schools the sport is including most of the classes and that happens a lot of times without orientation, where the simple fact of playing a ball is considered by some teachers as a Physical Education class, what is harmful for the student that doesn't receive the low orientation on other contents.

Another factor that influence in the less use of sports on Physical Education classes in the school is the teacher's formation that can be limited to work only sport contents. Concerning to this topic Pérez Gómez, mentioned by Ferreira & Krug (1999), points out that the curricula of the graduation courses in Physical Education are arrested to the conception of traditional teaching, with closed contents, usually linked to the sport, limiting the futures teachers' creativity.

In this sense, for Rochefort (1996), the teacher's Physical education formation is influencing the way as the sport has been supplied at the schools. In a low analysis of the formation courses curricula contents, called graduation, it is clearly noticed the predominance and concentration of larger workload for the disciplines of the biological area and sport training, to the detriment of the disciplines of the didactic-pedagogic area. That appears for the one that we understand as the largest concern of the courses, which is, the sporting technicians' formation.

Thus, according to the author, what we can observe today, and it is affirmed more and more as concrete fact, is that the Physical Education class has a single content, that is accepted and assumed as for teachers as students, and they are the sporting modalities. Besides suffering the influence of the sport institution, the class and for consequence, the content, suffers the direct determination of that teacher likes more or better dominates, in other words, each one does what wants with the content to be supplied.

The teacher cannot deny the benefits that the sport brings for the students, but he/she should be attentive for the type of

work that is done starting from the sport content. For Bôas et all (2000), referring Finck (1995), the sport is seen as the richest way and simple pedagogic instrument in the school Physical Education, that can infuse in the student the will of growing while individual. He also detaches the social and democratic action from sport.

METHOD

According to Minayo (1994) this study possesses the characteristics of a qualitative research of descriptive stamp, where it was intended, through a rising of opinions to investigate the contents worked in the Physical Education classes.

The population was composed by Physical Education teachers that work at municipal fundamental teaching schools of Fragata neighborhood, in Pelotas/RS city, totaling seven schools and eighteen teachers.

The data were collected starting from interviews, accomplished with Physical Education teachers from Fragata neighborhood in Pelotas/RS, in recent study, in a content analysis accomplished starting from a closed questionnaire consisting of approximately 70 questions in an agreement scale.

There was loss of three subjects that didn't return the instrument.

TABLE 01 - Contents

Indicators	Conc.	Indes	Disc.	S O
There are teachers worry in work with contents which please students	100%	0%	0%	
The contents are organized thinking of student's development.....	86.7% 93.3%	13.3% 6.7%	0% 0%	
The content is worked according to the objective sketches.....	66.7%	33.3%	0%	
The contents are constantly being evaluated in function of the objectives.....	73.3% 86.7%	13.3% 6.7%	13.3% 6.7%	
The contents are not specific of each series, but they are continuity in the learning.	93.3% 93.3%	0% 0%	6.7% 6.7%	
In school are worked previous sports contents.....	60% 73.3%	33.3% 13.3%	6.7% 13.3%	
In school are worked sporting contents	46.7%	20%	33.3%	
In school are worked recreation contents.....	80%	20%	0%	
There is a constant worry in diversify the contents for it not become repetitive.....	86.7% 93.3%	13.3% 6.7%	0% 0%	
Physical Education contents follow a pedagogic sequence	73.3%	13.3%	13.3%	
The teacher just works contents they have safety to teach.....	80% 66.7%	6.7% 13.3%	6.7% 20%	6.6%
There is a difference in contents preferences between boys and girls	40% 26.7%	33.3% 46.7%	26.7% 26.7%	6.6%
The developed contents must be adequate to students' age group.....	80% 80%	13.3% 20%	0% 0%	
There are contents always worked by teachers.....	73.3%	20%	6.7%	
There are contents always chosen by students.....	73.3% 46.7%	26.7% 33.3%	0% 20%	
It is used previous established criteria to choose the contents to be worked.....	86.7% 60%	13.3% 33.3%	0% 6.7%	
The selection contents is made by age.....				
The selection contents is made by student's interests.....				
The selection contents is made by teacher's interests...				

Starting from the answers we can verify that teachers have autonomy to work the contents and that there is a sequential planning.

There is the teachers' total agreement in working contents to please students.

The objectives are an important point and they generated high agreement indexes among the respondents. About the worked contents the larger agreement was in relation to the sport and recreational activities and that they are not specific of each series. The method of passing the content to the students is important, however big part of teachers was revealed undecided about their methodology of working the contents.

The teachers worry in not being repetitive, diversifying the contents what certainly benefits the students. The respondents revealed to follow a pedagogic sequence and only to work contents they have safety in teaching, demonstrating that they don't try to cross their possibilities. Through this answer we can infer that there is fear of taking a risk or an accommodation. In this point the continuous formation could be able to stimulating the teacher to produce more, to overcome.

In the gender subject, the existence of difference was verified in the preferences of contents between boys and girls, what can be a difficult factor and a challenge for the teacher.

For the teachers the contents have to be adapted to the students' age group, what reinforces the existence of a sequential planning on the part of the same ones. Most of them also agreed that there are contents worked always by them, what was already waited, because there are contents that are indispensable and they cannot be excluded of the developed work. The students also have preferences of contents and they always want the same ones to be worked. Then it falls to the teacher to find forms of convincing the student of the importance of living all possible experiences inside Physical Education classes.

The teachers' great majority possesses established criteria for the choice of the contents: material, physical space, objectives, school reality, series, the students' expectation, age, prerequisite, occupation of the block, the students' knowledge, the teacher's knowledge, "culture of the school", number of weekly classes and the students' need.

The selection of the contents is made, in its great majority, for age. There was also enough agreement the indicator interests of the student. An important point, which obtained a high index of agreement, it was that Physical Education contents are linked to other aspects of the education, what indicates concern in contributing for the student's education as a whole.

The selection of contents is very important for the teacher and stiller for the student, because it is necessary that it be adapted to the student and their needs. It is known that there are a great number of specific contents for the school area, however the school practice doesn't explore those contents, choosing, most of the time, for activities as the sport that is intensely diffused in our society.

According to the obtained data, the sport is the content that the more students like, it is what has larger acceptance, the easiest of being worked and what obtains the students' larger participation.

Little by little the sport demarcated its own dimension in the measure as cultural phenomenon was diversified and it assumed significant relevance in the contemporary societies (Gaya 2006).

Not only the school is scene of the sport's development, the street, the park, the neighborhood's field, the schools, the clubs, are places where the students develop the taste for the practice of some sporting modality. They already create their game culture, their rules, their abilities and when they arrive at the school, in the Physical Education class, they find a teacher wanting to teach what they are already tired to know. Therefore the teacher has to call the students' attention for other aspects of the sport, what is very difficult because students think that the sport is just to play.

According to Melo (2006) we should not teach only the foundations that compose the several sporting modalities because just it doesn't evidence a deep learning related to this knowledge. It is necessary the student to discover about his/her social insert, his/her history, his/her constituent elements, it bribes him, the dopping, the "opponent" as game partner among other aspects that can be approached in a Physical Education class.

FINAL CONSIDERATIONS.

Starting from this work we have a panorama of Physical Education contents at the schools, what makes possible other investigative works more deepened about each one of the pointed subjects.

To approach the content of the school Physical Education is a complex theme and a quite wide because several components are involved. When we think in Physical Education school regarding the discussions about professional formation, methodology, contents, selection of contents, gender etc. For Libâneo (1992), an aspect of the content's selection and organization is the social reality of the school, once the appropriation Physical Education knowledge supposes the adaptation of theoretical and practical instruments, and some corporal abilities demand, still, specific materials.

The indicators that generated larger consensus were those referring autonomy in the contents choice and the work that please the students.

The contents are external realities to the student they should be assimilated and no simply reinvented, therefore it is not enough the contents to be taught is necessary that they be linked in a inseparable way, to their human and social significance. In this way the contents are necessary knowledge to the apprehension of the partner-historical development of the own corporal activities and the explanation of their objective significances (Libâneo, 1992).

The sport is still the most important thing of the school Physical Education, standing out much more than the other contents, carting like this a closed idea in the educational potential development of the discipline.

A great number of specific contents exist for to school age. But in practice these contents are not explored, giving priority or privilege for the sport that is easier of being assimilated by being intensely diffused in our society. However we should remind that without the outlines basic motor good worked the teacher cannot get that the student takes advantage of the sport in all its width (Oliveira & Veraldo 1991).

Objective and content are strongly inter-related in the teachers' practice, although the work method is not a clear point for them.

There is an understanding from teachers' part that the student is plaintiff party of the teaching-learning process.

There is still a lot to discuss concerning to this theme, since the content is the fundamental element for the Physical Education school legitimating.

Endereço: Rua Clóvis Beviláqua, Nº 342, Bairro: Simões Lopes. CEP: 96025060
Pelotas, Rio Grande do Sul. Fone: (53) 32275675/91565476
clarissa.blanco@bol.com.br

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REFLECTIONS CONCERNING THE CONTENTS OF THE SCHOOL PHYSICAL EDUCATION
ABSTRACT

The objective of this study is to investigate and to reflect about the contents worked in the classes of Physical Education in fundamental schools, of the municipal teaching net of a Pelotas/RS city neighborhood in Brazil. The participants of the research were 15 Physical Education teachers distributed at 7 schools. For the data collection it was used a questionnaire containing closed questions, in which the respondent had to express, in an attitude scale, his/her agreement or disagreement about the subjects presented concerning the contents. The obtained results took to the following final considerations: starting from this work we have a prospect of the contents of Physical Education at schools, what makes possible other investigation works more deepened on each one of the pointed subjects; To approach the school Physical Education contents is a complex and a quite wide theme because several components are involved; When we think in school Physical Education we have to consider the discussions about professional formation, methodology, contents, objectives, sports, gender etc.; The indicators that generated larger consensus were those related to autonomy in the choice of contents and work with contents that please students; The method of passing the content is important, however a large part of teachers was revealed undecided on his/her methodology. On the worked contents the larger agreement was in relation to the sports and recreation and that they are not specific of each series. It was verified that the sport is still the main activity of the Physical Education school, standing out much more than the other contents, it caused a closed idea in the educational potential development of the discipline; Objective and content are strongly inter-related in the teacher's practice however the work method is not a clear point for the same ones; There is an understanding by teachers part that student is plaintiff party of the teaching-learning process and that their experiences should be respected. **Key - words:** School, Physical Education and Contents.

RÉFLEXIONS À PROPOS DES CONTENUS DE L'ÉDUCATION PHYSIQUE SCOLAIRE
RÉSUMÉ

Cette étude a eu comme but rechercher et réfléchir à propos des contenus travaillés dans les cours d'Éducation Physique dans des écoles primaires du réseau municipal d'un quartier de la ville de Pelotas, État du Rio Grande do Sul, Brésil. 15 professeurs d'Éducation Physique ont participé à cette recherche dans 7 écoles. Pour la collecte des données on s'est servi d'un questionnaire avec des questions closes dans lequel la personne qui répond doit exprimer dans une échelle d'attitudes son accord ou désaccord sur les questions présentées à propos des contenus. Les résultats obtenus ont mené aux considérations finales suivantes: à partir de ce travail on a un panorama des contenus de l'Éducation Physique dans les écoles, ce qui permet d'autres travaux de recherche plus approfondis sur chacun des sujets recherchés. Aborder les contenus de l'Éducation Physique scolaire est une thématique complexe et assez large puisqu'elle a plusieurs composants. Lorsqu'on pense à l'Éducation Physique scolaire on doit discuter la formation professionnelle, la méthodologie, les contenus, les objectifs, la sportivité, le genre, etc. Les indicateurs plus consensuels ont éte ceux qui concernent l'autonomie dans le choix de contenus et le travail avec des contenus qui plaisent aux élèves. La méthode pour enseigner les contenus est importante, cependant la plupart des professeurs s'est révélée indécise sur sa propre méthodologie. Quant aux contenus travaillés, les sportifs et les récréatifs ont été les plus consensuels. On a affirmé qu'ils ne sont pas spécifiques pour chaque année. On a remarqué que le sport est encore la principale activité de l'Éducation Physique scolaire, qu'on le pratique plus que les autres contenus ce qui conduit à une limitation dans le dévéloppement du potentiel éducatif de la discipline. L'objectif et le contenu sont fortement rapportés dans la pratique des professeurs bien que la méthode de travail ne soit pas claire pour eux. Les professeurs ont une grande conscience du fait que l'élève est une partie active du processus d'enseignemet-apprentissage et que ses expériences doivent être respectées. **Mots-clés:** École, Éducation Physique et Contenus

REFLEXIONES ACERCA DE LOS CONTENIDOS DE LA EDUCACIÓN FÍSICA ESCOLAR
RESUMEN

Este estudio objetivó investigar y reflexionar sobre los contenidos trabajados en las clases de Educación Física en escuelas de enseñanza fundamental, de la red municipal de enseñanza de un barrio de la ciudad de Pelotas/RS-Brasil. Participaron de la pesquisa 15 prfesores de Educación Física distribuidos en siete escuelas. Para la colecta de dados fue utilizado un cuestionario conteniendo preguntas cerradas, en el cual el respondente tendría que expresar, en una escala atitudinal, su concordancia o discordancia sobre las cuestiones presentadas acerca de los contenidos. Los resultados obtenidos llevaron a las siguientes consideraciones finales: a partir de este trabajo se obtiene un panorama de los contenidos de Educación Física en las escuelas, lo que posibilita otros trabajos investigativos más profundizados sobre cada una de las cuestiones levantadas. Abordar los contenidos de Educación Física Escolar es una temática compleja y bastante amplia pues varios componentes están envueltos, cuando se piensa en Educación Física Escolar están abarcadas las discuciones sobre formación profesional, metodologia, contenidos, objetivos, desportivización, género, etc. Los indicadores que generaron mayor consenso fueron aquellos referentes a la autonomía en la elección de contenidos y el trabajo con contenidos que agraden a los alumnos, el método de pasar el contenido es importante. Sin embargo gran parte de los profesores se reveló indecisa sobre su metodología. Sobre los contenidos trabajados la concordancia mayor fue con relación a los deportivos y recreativos y que ellos no son específicos de cada año escolar. Se constató que el deporte aun es el carro jefe de la Educación Física Escolar sobresaliéndose bien más que los otros contenidos, acarretando así una limitacion en el desarrollo del potencial educativo de la asignatura. Objetivo y contenido están fuertemente relacionados en la prática de los profesores, sin embargo el método de trabajo no es un punto claro para los mismos, hay una conscientización por parte de los profesores de que el alumno es parte activa del proceso de enseñanza aprendizaje y de que sus vivencias deben ser respetadas.

Palabras clave: escuela, educación Física y contenidos

REFLEXÕES ACERCA DOS CONTEÚDOS DA EDUCAÇÃO FÍSICA ESCOLAR
RESUMO

Este estudo objetivou investigar e refletir sobre os conteúdos trabalhados nas aulas de Educação Física em escolas fundamentais, da rede municipal de ensino de um bairro da cidade de Pelotas/RS- Brasil. Participaram da pesquisa 15 professores de Educação Física distribuídos em 7 escolas. Para a coleta de dados foi utilizado um questionário contendo perguntas fechadas, no qual o respondente tinha que expressar, numa escala atitudinal, a sua concordância ou discordância sobre as questões apresentadas acerca dos conteúdos. Os resultados obtidos levaram às seguintes considerações finais: a partir deste trabalho tem-se um panorama dos conteúdos da Educação Física nas escolas, o que possibilita outros trabalhos investigativos mais aprofundados sobre cada uma das questões levantadas; Abordar os conteúdos da Educação Física escolar é uma temática complexa e bastante ampla pois vários componentes estão envolvidos; Quando se pensa em Educação Física escolar estão embricadas as discussões sobre formação profissional, metodologia, conteúdos, objetivos, desportivização, gênero etc.; Os indicadores que geraram maior consenso foram aqueles referentes autonomia na escolha de conteúdos e o trabalho com conteúdos que agradem aos alunos; O método de passar o conteúdo é importante, porém grande parte dos professores se revelou indecisa sobre a sua metodologia. Sobre os conteúdos trabalhados a concordância maior foi em relação aos desportivos e recreativos e que eles não são específicos de cada série. Constatou-se que o desporto ainda é o carro chefe da Educação Física escolar, se sobressaindo bem mais do que os outros conteúdos, acarretando assim um bitolamento no desenvolvimento do potencial educativo da disciplina; Objetivo e conteúdo estão fortemente inter-relaciodos na prática dos professores porém o método de trabalho não é um ponto claro para os mesmos; Há uma conscientização por parte dos professores de que o aluno é parte ativa do processo de ensino-aprendizagem e que as suas vivências devem ser respeitadas. **Palavras Chave**: Escola, Educação Física e Conteúdos.