168 - A STUDY OF THE TEACHING PRACTICE OF PHYSICAL EDUCATION TEACHERS, STRESSING THE VALUES RELATED TO ECOLOGY AND ENVIRONMENTAL EDUCATION.

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INTRODUCTION

Nowadays, the discussions related to Environmental Education (EE) are greater. Although there are different approaches, the discussions aim to the need of making procedures effective, mainly in formal education.

The Physical Education (PE) PCN from the 5th to the 8th grade, approach that the PE subject needs to search for its identity as a field of fundamental study for the comprehension of mankind as a producer of culture. They also propose that the students should be able to recognize themselves as part of the environment, adopting healthy hygiene and diet habits, body activities, and noticing their effects on their own health and on the improvement of everybody's health.

Gonçalves (1999) emphasizes that a school, in a transforming conception of society, needs to go beyond a curriculum with contents disconnected of reality, because every day it deals with changes that cannot be ignored and that require a constant pedagogical update. Therefore, a discussion with the teachers should be initiated: What's the meaning of EE in the society and teaching practice? What are the concrete actions related to EE present in schools, in their curriculum and in the interdisciplinary performance? What is the contribution of the PCN in this discussion? Is there an articulation of schools with local civil organizations to carry out proposals?

For Fazenda (2002), a successful teacher is the one whose work has an inter-, multi- and transdisciplinary approach. So, he/she will have a compromised attitude with pleasure in knowing and searching. To perform a task in this context, one should see him/herself as an inter-, multi- and transdisciplinary person, and believe that the other can contribute too. Nevertheless, the teacher's participation will only be guaranteed once the school understands that the space for trading is essential.

Berna (2001) stresses that the environmental educator needs to develop techniques, like an alive memory, to initiate the formation of students' cultural identity with the place they live in. It is necessary to begin from their perception of what the environment issue is, so they can assume the environmental improvements as theirs and hence, the defense of their environmental patrimony. The EE should contribute to the formation process of a political and cultural identity of people. This way, the educator should avoid a romantic vision and use an objective and clean language, which can be understood by all.

In this scene, the present study had the purpose to analyze the teaching practice of Basic Education PE teachers (final grades) in the city schools of Coronel Fabriciano, Ipatinga and Timóteo, MG, emphasizing the values related to Ecology and Environmental Education.

METODOLOGY

To select a sample for this search, a survey was done in the City Halls of the three cities, in order to diagnose the schools and the teaching staff. In Coronel Fabriciano was found a 6-teacher universe and they were all part of the sample. In Timóteo, the universe was constituted of 9 teachers and they all were in the sample. In Ipatinga, out of a 49-teacher universe, 20 were selected to be pat of the sample. Thus, it was found a universe of 64 teachers, being 35 in the sample. Each school received a letter to make the objective of the search clear and ask for permission to carry it out, as well as to schedule the interviews with the teachers.

After receiving the permission, a letter was then given to the teacher to explain the purpose of the study and the procedure of the interview, to schedule a place and time for it, and to make clear that his/her participation would be voluntary.

A semi-structured interview was used (Vala, 2005), elaborated after the reading and study of references related to the theme. Physical Education and Environment and Health PCN were crucial in this process. The contextual reality of each city and the Vale do Aço region was taken into account.

The interview was done individually, in place and time chosen by the teacher and recorded in a k-7 tape. Later on, the answers were written out in total and their analysis and discussion had Bardin (2002) as methodological parameter. The names of the schools and teachers were not mentioned in any moment of the investigation.

DATA ANALYSIS

The questions of the semi-structured interview, the consolidated answers and their analysis are presented here.

- **Is the Environmental Education theme included in your annual planning? If yes, how? If no, why?**

Twenty-three of the 35-interviewed teachers said yes. Twelve said no and justified their answer saying that they did not learn about the theme in their graduation course and do not think that it should be part of the content from the 5th to the 8th grade. They also consider this theme part of Science.

The EE principles, criteria and theories are being constructed. A perspective wider than the biological field is being searched. The EE theme is not responsibility of a single subject but of all of them, because it is a transversal issue. The teachers should ponder about it and contribute effectively. Therefore, the educator should prepare the students for living in their context, being able to participate and follow the changes in the educational process.

- **Do you know and/or have you read the Environment and Health PCN? If yes, what are your considerations? If no, why?**

Out of 35, 15 know and have read them. Twenty neither know nor have read the document.

The PCN were edited in 1997 and 1998 by the Elementary Education Secretary and sent out to the state public schools. In many schools these documents stayed in boxes and the teachers did not have access to them or even knew about their existence. In other schools, there were meetings to study the document. This attitude brought out the knowledge of it and the perception of actions that could be done. From then on, the teachers started reading and studying the PCN, recognizing their importance.

The lack of knowledge of the PCN by some teachers in the year 2006 is really serious. We understand that the PE teachers should search for continuous education and be aware of his/her school reality, as well as the city, state, country and the world. According to Garcia (2002: 170), "to maintain updated the teacher has to be alert to these new perspectives of life, otherwise he/she can lose his/her job. The sport branched towards new social necessities not staying in its habitual niches.

In your opinion, is the Environmental Education theme appropriate to be worked in PE classes? Justify your answer.

Thirty-two of the 35-interviewed teachers answered that this theme is appropriate and the other 3, that it is not.

The environmental matter became one of the most serious challenges that humanity has to face in a short time. The guarantee of a future depends on a reflection about the human behavior towards the environment. It is considered that EE can effectively contribute to this reflection and

behavior change. Understanding EE as a transversal theme, Physical Education cannot be out of this thought and should give its contribution to the Brazilian education scene. Chaves and Faria's study (2005) done with Basic Education teachers, from the 5th to the 8th grade, in the city schools of two cities in the state of Rio Grande do Sul, shows the need to brake barriers that difficult the discussions about topics related to the environment and draw its principles, attributions and limits.

Do you work the EE theme in an interdisciplinary way? How do the students like it? What's your perception?

Among the 35 teachers, 17 work with the theme in a interdisciplinary way, and 18, do not. Thirteen of the 17 teachers said that the students think it is great. The other 4 declared that the students don't like it that much, that is, they rather practice sports.

For Garcia (2002), knowledge is one of the greatest challenges to modern man. It is fundamental to recognize the knowledge issue in its domains, not only in one. This way, the students should be lead to comprehend the most deep values of PE and their education should be guided to the change, in which more important than the answers are the capacity of questioning. PE should not reduce its speech to what is propagated in the major means of communication.

As an educator, do you consider that EE contributes with the development of new knowledge and abilities, aiming at the improvement of environmental quality and the individual's life quality? Justify your answer.

Only one teacher assumed not being able to answer the question for lack of knowledge about the subject. The 34 teachers that said yes, justified their answer affirming that the students will begin to recognize the importance of preserving the environment and feel themselves as part of it, when they learn to respect it and have knowledge about the benefits that EE can provide to humanity.

In case you have not thought and/or worked with EE in class, report the reason.

Out of a 35-teacher universe, 9 work with the theme in class and 26 do not, although 23 of them include it in their annual planning. They claim to be tied up to the old model of PE.

According to the Environment and Health PCN (1998), when looking for actions to improve the quality of life in the world, specially related to behavior changes towards the environment, the challenges are big. The document emphasizes the need to put into effect an EE work that covers man's daily life issues and discusses some conflicting points of view about the topic. So, it's a school task to provide a healthy and coherent setting according to what is expected that its students learn. Each teacher, in his/her field, should adapt the content in order to contemplate the work with the EE theme. Talking specifically about PE, it can help in the comprehension of the expression and self-knowledge of the body, its relation to the environment and the development of the sensations. It is important to remember that attitudes do not grow with information only; it is necessary for the school to be organized, so those attitudes can be practiced in the school's environment.

CONCLUSION

In summary, the Basic Education PE teachers (final grades) of the city schools of Coronel Fabriciano, Ipatinga and Timóteo, MG, do not contribute with EE in their teaching practice. Even though, 20 teachers have not read the Environment and Health PCN, they consider the theme appropriate to be worked in PE classes.

Due to lack of knowledge of EE, it was noticed a certain insecurity from the teachers to answer the questions, as well as difficulty to relate the theme to PE. It is important for teachers to be concerned about updating and being open to accept and adapt to nowadays changes, in order to interfere in the educational process of their students.

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A STUDY OF THE TEACHING PRACTICE OF PHYSICAL EDUCATION TEACHERS, STRESSING THE VALUES RELATED TO ECOLOGY AND ENVIRONMENTAL EDUCATION.

ABSTRACT

The aim of this study was to analyze the teaching practice of Physical Education teachers of

Basic Education - second cycle, from the 5th to the 8th grade, called Ensino Fundamental, stressing the values related to Ecology and Environmental Education (EE). The setting of the search was the public schools of the major cities in the Vale do Aço region: Coronel Fabriciano, Ipatinga and Timóteo, in the state of Minas Gerais. In a universe of 64 teachers, 35 were selected to be part of the sample. It was used a semi-structured interview, elaborated after the reading and study of references related to the objective of this search, giving emphasis to the Brazilian National Curriculum for Physical Education and Environment and Health (Parâmetros Curriculares Nacionais - PCN). The interview was recorded, done individually, in place and schedule established by the teacher. Later on, the answers were written out in total and analyzed, having Bardin (2002) as methodological parameter. Among the 35 interviewed teachers, 12 do not include the Environmental Education theme in their annual planning, and 23 include it. As to the knowledge of the subject matter and reading of the PCN, 20 don't know them and 15 know and have read them. Thirty-two teachers consider the topic appropriate to be worked in Physical Education classes and 3 do not. Seventeen worked with it in an interdisciplinary way and 18 did not. Thirty-four teachers consider that EE contributes to the development of new knowledge and abilities, values and attitudes, having in mind the improvement of the environmental quality. Although 26

teachers said they don't work with this theme, 23 of them include it in their annual planning. This way, it can be concluded that the teaching practice of Physical Education teachers doesn't stress the values related to Ecology and Environmental Education.

Keywords: physical education, environmental education and teaching practice

ÉTUDE DE LA PRATIQUE ENSEIGNANTE DES PROFESSEURS D' ÉDUCATION PHYSIQUE, TOUT EN METTANT EN RELIEF, LES VALEURS RELATIVES À L' ÉCOLOGIE ET À L' ÉDUCATION ENVIRONNEMENTALE.

Résumé

Cette investigation a eu comme objectif, l' analyse de la pratique enseignante des professeurs de l' éducation physique dans l' enseignement fondamental (dernières séries) tout en mettant en relief, les valeurs relatives à l' Écologie et à l' Éducation Environnementale. Le scénario de l' investigation a été fait sur le réseau municipal de l' enseignement regroupant ces trois principales villes de la région de la Vallée de l' Acier, connues en portugais, sous le nom de "Valo do Aço": Coronel Fabriciano, Ipatinga et Timóteo, faisant partie de l' état de Minas Gerais. Dans un univers de soixante-quatre professeurs, seulement trente-cinq ont été selectionnés pour composer l' échantillon. La méthode utilisée pour leur sélection, a été basée sur une entrevue semi-structurée, élaborée au moyen de la lecture et de l' étude des bibliographies en rapport avec l' objectif de l' investigation, tout en dégageant les PCN's de l' Éducation Physique et de l' Environnement et Santé. L' entrevue a été enregistrée, réalisée individuellement en lieu et horaire établis par le professeur. Postérieurement, les réponses ont été transcrites intégralement et analysées tout en ayant comme paramètre méthodologique, celui de Bardin (2002). Sur les trente-cinq professeurs soumis au sondage, douze n' ont pas evoqué le thème, Éducation Environnementale qui figure sur l' actuel programme et vingt-trois seulement l' ont abordée dans leur intervention. Quant à la connaissance et à la lecture des PCN's Environnement et Santé, vingt n' en savent pas et quinze en savent et ont déjà effectué la lecture. Trente-deux professeurs considèrent la thématique appropriée à être travaillée dans le cours d' éducation Physique et trois ne la considèrent pas; dix-sept travaillent avec elle de manière interdisciplinaire et les dix-huit autres ne s' en servent pas. Trente-quatre professeurs considèrent que l' éducation environnementale contribue au développement de nouvellees connaissances et habiletés, valeures et attitudes qui visent à l' amélioration de la qualité de l' environnement. Cependant, vingt-six professeurs rapportent n' avoir pas l' intention de travailler avec cette thématique, malgré que vingt-trois ont pu l' introduire dans l' actuel programme. De cette forme, on a conclu que la pratique enseignante des professeurs de l' Éducation Physique ne met pas en relief les valeurs relatives à l' Écologie et à l' Éducation Environnementale.

Mots-clés: éducation physique, éducation environnementale et pratique enseignante.

ESTUDIO DE LA PRÁCTICA DOCENTE DE LOS PROFESORES DE EDUCACIÓN FÍSICA, ENFATIZANDO LOS VALORES RELATIVOS A LA ECOLOGÍA Y A LA EDUCACIÓN AMBIENTAL.

RESUMEN

Esa investigación tuvo como objetivo analizar la práctica docente de los profesores de Educación Física, en la enseñanza fundamental(series finales), enfatizando los valores relativos a la Ecología y a la Educación Ambiental. El escenario de la investigación fue la red municipal de la enseñanza de las tres principales ciudades de la región del" Vale do Aço":Coronel Fabriciano, Ipatinga y Timoteo, en la provincia de Minas Gerais. En un universo de 64 profesores, fueron seleccionados para componer la muestra 35 profesores. El instrumento utilizado fue una encuesta semiestructurada, elaborada mediante lectura y estudio de bibliografías relacionadas con el objetivo de la investigación, destacando los PCNs de la Educación Física y del Medio Ambiente y Salud. La encuesta fue grabada, realizada individualmente, en local y horario establecido por el profesor. Posteriormente, las respuestas fueron transcriptas en la íntegra y analizadas, teniendo como parámetro metodológico Bardin(2002).De los 35(treinta y cinco) profesores encuestados, 12(doce) no incluyen el tema Educación Ambiental en el plan anual y 23(veintitrés) no incluyen. Cuanto al conocimiento y lectura de los PCNs Medio Ambiente y Salud, 20(veinte) no conocen, 15 conocen y ya realizaron la lectura. Treinta y dos profesores consideraron la temática apropiada para ser trabajada en clases de Educación Física y 3(tres) no consideraron; 17(diecisiete) trabajan la temática de forma interdisciplinar y 18(dieciocho) no trabajan. Treinta y cuatro profesores consideran que la Educación Ambiental contribuye con el desarrollo de nuevos conocimientos y habilidades, valores y actitudes, visando la mejoría de la cualidad ambiental. Pero, 26(veintiséis) profesores relataron no trabajar con esa temática, a pesar de 23 incluir la temática en el plan anual. De esa forma, se concluye que la práctica docente de los profesores de Educación Física no enfatiza los valores relativos a la Ecología y a la Educación Ambiental.

Palabras llaves: educación física, educación ambiental y práctica docente.

ESTUDO DA PRÁTICA DOCENTE DOS PROFESSORES DE EDUCAÇÃO FÍSICA, ENFATIZANDO OS VALORES RELATIVOS À ECOLOGIA E À EDUCAÇÃO AMBIENTAL.

RESUMO

Essa investigação teve como objetivo analisar a prática docente dos professores de Educação Física, no ensino fundamental (séries finais), enfatizando os valores relativos à Ecologia e à Educação Ambiental. O cenário da investigação foi a rede municipal de ensino das três principais cidades da região do Vale do Aço: Coronel Fabriciano, Ipatinga e Timóteo, no estado de Minas Gerais. Em um universo de 64 professores, foram selecionados para compor a amostra 35 professores. O instrumento utilizado foi uma entrevista semi-estruturada, elaborada mediante leitura e estudo de bibliografias condizentes com o objetivo da investigação, destacando os PCN's da Educação Física e do Meio Ambiente e Saúde. A entrevista foi gravada, realizada individualmente, em local e horário estabelecido pelo professor. Posteriormente, as respostas foram transcritas na íntegra e analisadas, tendo como parâmetro metodológico Bardin(2002). Dos 35 professores entrevistados, 12 não incluem o tema Educação Ambiental no plano anual e 23 incluem. Quanto ao conhecimento e leitura dos PCN's Meio Ambiente e Saúde, 20 não conhecem e 15 conhecem e já realizaram a leitura. Trinta e dois professores consideram a temática apropriada para ser trabalhada nas aulas de Educação Física e 3 não consideram; 17 trabalham a temática de forma interdisciplinar e 18 não trabalham. Trinta e quatro professores consideram que a Educação Ambiental contribui com o desenvolvimento de novos conhecimentos e habilidades, valores e atitudes, visando a melhoria da qualidade ambiental. Porém, 26 professores relataram não trabalhar com essa temática, apesar de 23 incluírem a temática no plano anual. Dessa forma, concluiu-se que a prática docente dos professores de Educação Física não enfatiza os valores relativos à Ecologia e à Educação Ambiental.

Palavras-chave: educação física, educação ambiental e prática docente.